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ABSTRACT

This document describes a project conducted in Pennsylvania to develop a model for exemplary cross-training among various community agencies and service providers in order to serve educationally disadvantaged adult students. Training was provided to adult educators in five areas: social issues, families and legal issues, education issues, health care issues, and employment issues. The project developed a cross-training handbook to serve as a model for other adult centers and communities wishing to replicate the process. The document contains the following: (1) a project report; (2) the cross-training handbook developed during the project; (3) introductory project materials, including a graphic illustrating partnerships, a one-page summary of intent, and a process for community-based planning; (4) identification of community needs and community resources; (5) a brainstorming worksheet; (6) collaboration information; (7) cross-training service directory; (8) correspondence used in cross-training planning; (9) cross-training agendas for the five sessions; (10) publicity; (11) community planning resources; (12) a sample cross-training evaluation form; (13) evaluations of cross training; and (14) the interim project report. (KC)

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ED 407 488

Adult Education Community Partnerships

Final Report

By
Carol Molek, Director

Project Year 1995-1996

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Sample Cross Training Evaluation form
Evaluations of Cross Trainings
Interim Cross Training report

Abstract

TITLE: "Adult Education Community Partnerships"
PROJECT NO.: 98-6014 **FUNDING:** $16740
PROJECT DIRECTOR: Carol Molek **PHONE:** 717-248-4942
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AGENCY ADDRESS: TIU Adult Education and Job Training Center
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PURPOSE: "Adult Education Community Partnerships" addressed the PDE priority: to develop a model for exemplary cross-training among various agencies and service providers in a local community providing support to educationally disadvantaged adults. The objectives were to develop a cross training plan and to deliver the cross training activities with the goal of finding ways within our community resources to better serve the adult student. The view of the adult student was holistic in that the basic premise was that educational gains can only be made when other basic needs are being met. The target audience was adult educators across the state to provide them with a handbook that documents a model for an exemplary cross training plan.

PROCEDURES: A community cross training committee was recruited to design a structure for the cross training model and to plan local cross training events. Delivery of training was held in five sessions throughout the project year. The development of a cross training handbook and this report will serve as a model for other adult centers and communities wishing to replicate this component of community planning. This project may serve as a prototype for other communities to examine and adapt as part of larger, community planning efforts.

SUMMARY OF FINDINGS: Our cross training project was enthusiastically received by the community. The training and the process provided a new, enhanced understanding among providers of all community services that impact the adult learner. We would strongly recommend such a project for all communities facing changes in social service and education structure. It became apparent early in the project that those involved were very interested in the larger concept of community planning. Cross training was seen as an important component but not an end in itself. This cross training project became the springboard for other community planning initiatives that are ongoing.

PRODUCT: Handbook and final report to be disseminated throughout PA.

DESCRIPTORS:

Adult Education Community Partnerships

1995-1996

Contract #98-6014

Introduction

Adult Education Community Partnerships was developed and conducted at the TIU Adult Education and Job Training Center in Lewistown, PA. As a Section 353 project, "Adult Education Community Partnerships" addressed priority B.9.: a model for exemplary cross-training among the various agencies and service providers in local communities providing support to educationally disadvantaged adults.

We submitted a proposal for this priority because it seemed to be particularly appropriate for the beginning of an era of major changes for education and social services in Pennsylvania as well as the rest of the nation. Change is difficult for all of us: employees working in the systems and certainly our clients. How to be prepared for upcoming changes and be proactive in finding solutions to diminishing funds and increasing demands for services are challenges we all face.

We are fortunate that in our community there has long been a high level of cooperation and coordination of efforts by community agencies on behalf of our mutual clients. Because of this we had a firm foundation on which to build a cross-training model. We felt that with our good starting point, with continued research on our part, and with the experience of implementing this project we could use our experience to provide guidelines that would be helpful to other providers.

The goal of "Adult Education Community Partnerships" was to develop a model for exemplary cross-training among community service providers so that cost efficient and holistic services can be provided to our community's educationally disadvantaged population.

The objectives for Community Partnerships included:

- develop a cross-training model in our community with input from an advisory committee.
- implement cross-training activities monthly throughout the project year.
- hold a community event showcasing the coordination of services.
- produce a handbook on developing and delivering cross-training for others to adopt.

Community Partnerships was conducted from July 1, 1995 to June 30, 1996. During this period, all aspects of the project were covered and in addition, several supplementary activities grew from the original plan.

Community Partnerships was administered by the Tuscarora Intermediate Unit 11. The Intermediate Unit sponsors all TIU Adult Education and Job Training Center programs. Project director was Carol Molek. Ms. Molek has over twelve years experience directing adult education programs for the Tuscarora Intermediate Unit, developing and implementing special projects. She was responsible for research and overall program management. Other staff included the other two directors of the organization: Adele Craig, employment and training director, and Helen Guisler, counseling services director. The three directors worked as a team in planning the structure, outreach, and organization of the project and shared presentation responsibilities. In addition, the project required clerical support.

Adult education staff from administrators to volunteers can benefit from reviewing the results of this project. Others outside the field interested in general community planning and improvement will also benefit from learning from our experiences. What became very clear to us early on in the project is that the wider the involvement of participation in cross training and community planning, the more successful such an endeavor will be.

Dissemination of this report and handbook will be conducted through the following sources. Permanent copies will be kept at these locations.

Pennsylvania Department of Education
ABLE Bureau
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

TIU Adult Education and Job Training Center
MCIDC Plaza Building #58
6395 SR103 North
Lewistown, PA 17044

Body

Statement of the Problem

The need for more community communication, cooperation and collaboration is quite evident in today's social and political climate. There is a major shift from government as the social provider to communities is being asked to take on this responsibility. In many ways this is an awesome and overwhelming task before us. Those of us on the front lines of adult education see a need that remains constant. While we know we serve and achieve much with many, there are always more to serve. In a rural community such as ours residents have limited options in how to access services that they need. Our demographics certainly do not reflect economic growth that some of the rest of the country has been experiencing. Our county currently has the dubious distinction of having the highest unemployment rate in the state. The needs are great; resources have never been greater, and are currently declining not only in education but in the support services so many of our clients need desperately in order to achieve any educational gains and self sufficiency.

In a community with so many needs we do have an important resource and that is some truly dedicated and conscientious social and education providers. Our community exhibits a high level of cooperation and coordination of efforts by community agencies on behalf of our mutual clients. Because of this we have had a firm foundation on which to build this cross training model.

An explanation of our ties to community services will serve to provide a framework in which to consider our cross training process and results. These relationships were intricate and essential for our role as leader in this cross-training effort:

SDA - The Adult Education Job Training Center is the Mifflin County program operator for the Mid State Employment and Training Service Delivery Area. For our first five years we subcontracted to the Job Training Partnership Act office and provided all their training. Then in 1989 our two agencies merged in order to offer more efficient and cost effective service to the community. This merging was a unique example of a true collaboration. We were no longer two agencies working in cooperation or in coordination, but truly forming a collaboration by combining personnel, fiscal systems, resources and physical location. Our 12 year history of close association can serve as an example of the forging of collaboration to meet a community need.

Public Housing - For several years we have provided family literacy 353 programs in our various public housing complexes and sites. We have also provided ABE classes in a downtown public housing site. We provided cross training last year with public housing staff, the outcome of which was considerable changes in our delivery system within the family literacy project. Currently the housing authority provides us with a free site for our Even Start Family Literacy program. This level of support and coordination is what we have used as an example to build more such relationships within the community.

Homeless Shelter - We are beginning our fourth year of our ABE program at our local shelter, Shelter Services, Inc. The ABE program has allowed us to provide life skills, family literacy, and ABE instruction in the Shelter. Cross-training has been an essential component in developing plans of service for Shelter clients. This very successful program has been effective because of our close ties with the Shelter personnel.

This program was funded for three years by a Stuart B. McKinney Act grant and is currently funded through a Community Services Block Grant. The loss of the McKinney funding was damaging to the project and the new funding is much decreased, but we have managed to continue to provide some services and to serve as a referral service for other resources for this population. Perhaps this funding loss set the tone for others that followed and will follow: those most in need in the community have been the first to lose services. Because of the excellent rapport between our staffs, we have been able to survive in the shelter setting. Future survival is uncertain at best.

Public Education Providers - Our relationship with the local school districts is well established. We have provided both in-school drop-out prevention and summer youth programs. These programs have received extensive cutbacks and the at-risk in-school population has very few resources available to them currently. We have done cross training with guidance personnel as well as in-service training for teachers at every instructional level. We are represented at every school open house and have presented at parent advisory committees in order to raise literacy awareness and recruit those in need of our services. The school district particularly recognizes the value of our services to parents of their at-risk students.

Job Center - Because the desired outcome of so many of our services is employment, our association with the local Job Center is of primary importance. Through the years we have worked to enhance this relationship through staff from each agency serving on a variety of cooperative projects: SPOC Local Management Committee, SPOC Direct Service Team, Employer Advisory Committee, Job Center Task Force and Job Center Days.

The Judicial System - We currently have an effective referral system with both the county judge/Probation Office and district magistrates. In addition, we work closely with Keystone Legal

Services and act as advocates for our clients to help them attain the legal council they need. Keystone has provided ongoing training to both our clients and our staff. While their funding has dramatically declined over the last few years, Keystone has done more training with human service providers since direct service to all those in need in the community is now beyond their scope. This cross-training has thus become very important for our adult education staff so that proper referrals can be made.

MC 2000 - Our work for two years with the establishment of a Goal 5 subcommittee of the larger Mifflin County 2000 committee has enabled us to establish a broad base of interested supporters of adult literacy in the community. This network has provided us with further contacts to ensure comprehensive services to our educationally disadvantaged population. This group has also been instrumental in developing a strategic plan to promote the value of literacy in our community. The Goal 5 committee became the core group of the cross-training project.

Human Service Agencies - Our association with our community's human service agencies is based on mutual referrals and sharing of resources. We have provided training or cooperated on mutual projects with the following: Mifflin County Assistance Office, Mifflin County Children and Youth, Office of Vocational Rehabilitation, MC Abuse Network, Head Start, Human Resource

Council, Mifflin County Child Development, Mental Health/Mental Retardation, and various mental health and drug and alcohol counseling services.

Business/Industry - Our work with the Chamber of Commerce Education Committee has allowed us to increase our involvement with the private sector and act as advocates for our client population. We are also involved in the Mifflin County Industrial Corporation and their work in promoting economic growth in the community.

Our cross-training effort was based on our previous efforts as well as research and reports of others' successes. Cross training and community planning was studied. An important list of resources has been compiled and is attached to this report.

Our goal in Adult Education is to serve the whole person, to enable our clients to be the best they can be and therefore be contributors to our community. In times of budget cutbacks such as we are currently facing, the future of our client population is very much at risk. It is truly a time for all service providers to come together and join forces so that this often forgotten segment of the population is not ignored. Economically, our society cannot afford to waste this segment of the work force. Our clients have worth in and of themselves, certainly, but also as a valuable human resource which our community needs to prosper economically. Our cross training effort served to enhance this potential to best provide service for those in need.

Goals And Objectives

The goal of "Adult Education Community Partnerships" was to develop a model for exemplary cross training among community service providers so that cost efficient and holistic services can be provided to our community's educationally disadvantaged population. The model should then serve as a planning tool for others with similar goals.

Objectives included:

- develop a cross-training model in our community with input from an advisory committee.
- implement cross-training activities monthly throughout the project year.
- hold a community event showcasing the coordination of services.
- produce a handbook on developing and delivering cross-training for others to adopt.

Procedures

The general design of "Adult Education Community Partnerships" was originally planned in four parts. As the project progressed the design varied from the original plan.

Part 1: The project began with recruiting a community cross training committee. The task of the committee was to define the needs for cross training among providers; to design a structure for the cross training model; to detail the logistics of cross training within the structure; and to plan the community awareness event.

This part of the program was more complicated than anticipated. The complication should have been anticipated but was not and was based on having a diverse group with many different expectations and interests being involved. Of course, we entered the project with a particular mind set, with our own agenda and vision of the training and the outcomes to be attained. In trying to communicate this to the larger group we had to take a step back and do a lot of listening because everyone who came to the table came just as we had: with their own mind set, agenda, expectations, and interests. Once the group was formed we had considerable educating to do so that the focus of the group's work was to design the cross training with the adult student as the central subject and with the training revolving around that student and all that would impact the student directly or indirectly. This again, was a process.

What became very apparent right from the start was the tremendous need people saw in training such as ours. Perhaps this need came from the times we are in or that such an activity had not taken place on this scale before in the community. Whatever the reason, the participants of the planning sessions were most eager to proceed.

Part 2: Delivery of training was planned to be held at monthly sessions throughout the project year. There were five cross training sessions held as well as other activities. All aspects of service to educationally disadvantaged adults were represented in the training. Our plan was to put particular emphasis on family concerns as they impact on family literacy issues. However, after the planning group's work the areas addressed were even more comprehensive and were grouped as follows: family issues; legal issues; health issues; education issues; drug and alcohol issues; and other social issues. The training dealt with whole families and the coordination of services as they impact upon each other. Volunteer resources were also included with the hopes of expanding these services. Responses to the training were positive. Participants felt that as an outcome of the training there will be increased coordination of services, elimination of duplication in services and increases in interagency referrals.

Part 3: The third portion of the project was originally planned to be a community event in the spring of the program year. Our idea was that this would be a joint effort of everyone involved in the project and would serve as a culmination of the collaborations developed. This idea was disbanded, however, because of a consensus of the group that similar events open to the public had been held at different times recently and had not been well attended. The feeling was that this had been done and that the cross training project might better provide other services. The group did want to do more than the cross training sessions. The group was definitely looking for a community planning action team to evolve from the process. Since so many needs were identified during cross trainings there was a desire to become more action focused as the year progressed.

Part 4: The development of the cross training handbook was ongoing throughout the project year and is an appendix to this report. The handbook documents the process of developing cross training in a community as well as documenting the parts that make up the whole of a concerted community effort to serve educationally disadvantaged clients. The handbook presents the model and creates a prototype for other communities to examine and adapt to their particular needs. The handbook and final report will be disseminated throughout Pennsylvania.

Results of Objectives

Although the cross training project did not proceed exactly as set forth in the original proposal our redesigned objectives were successfully met. Additional activities were added which actually enhanced the original goals and truly expanded the original scope of this project.

Results of the objectives follow:

- develop a cross-training model in our community with input from an advisory committee.

This objective was met. Our model was developed with input from an expanding group of participants in a type of concentric circle design. That is, we began with our three directors brainstorming ways to proceed. We then expanded to meet and receive input from staff and participants. The next step was to bring together our core group of advisors from our Goal 5 group. This group then led to our first open invitation planning meeting. We were overwhelmed by the number of attendees (over 70). We advertised through the media and by word of mouth. This was the group that was presented with the work of the smaller groups who then added their input to truly form the structure of the training that was ultimately delivered. The process of that meeting and results are explained in the handbook.

Another part of the planning period of the project was participation in the Pennsylvania State Coalition for Adult Literacy's Conference on Community Planning for Learning which was held in Carlisle on October 5 & 6, 1995. We were fortunate in that we were able to bring five members of our community planning team to this training. The training served as an introduction to the planning process and gave us exposure to other participants' experiences and perspectives.

- implement cross training activities monthly throughout the project year.

Five cross-trainings were held throughout the project year. The topics and presenters for each training were based on the planning work of determining community needs and resources. Each session was well attended with 60-70 participants. Because of the large numbers we moved the training from our facility to a larger room available at the local Area Agency on Aging.

Reflecting our work in identifying our community's needs and resources the following cross training plan was made.

SOCIAL ISSUES

FRIDAY, 10/27/95

Presenters:

- Lewisline
- MC Human Services
- Lewistown Hospital Social Services
- Mifflin County Assistance Office
- Shelter Services
- United Way
- Area Agency on Agency
- Mifflin County Housing Authority
- Salvation Army
- CASSP
- Drug Free Schools
- Lumina Center

FAMILIES AND LEGAL ISSUES

FRIDAY, 12/8/95

Presenters:

- Mifflin County Children and Youth
- Mifflin County Cooperative Extension Office
- Big Brothers/Big Sisters
- Mifflin County child Development
- Child Care Choices
- Mifflin County Head Start
- TIU Adult Education and Job Training Center - Even Start
- Parent-to-Parent
- Probation Office
- Domes Relations Office
- Mifflin County Abuse Network
- Police Services
- Keystone Legal Services
- Area Agency on Aging

EDUCATION ISSUES

FRIDAY, 1/26/96

Presenters:

- Adult Education Programs
- Mifflin County Library
- Juniata-Mifflin Area Vo-Tech School
- Teen Pregnancy Coalition of Mifflin County
- MC 2000
- Tuscarora Intermediate Unit
- Mifflin County School District - Social Services
- Mifflin County School District - Special Ed
- Mifflin County School District - School Psychological Services
- Mifflin County School District - Federal Programs
- Mifflin County School District - Pre-School Planning Task Force

HEALTH CARE ISSUES

FRIDAY, 2/16/96

Presenters:

- Clear Concepts
- Counseling Center
- Behavioral health Services - Lewistown Hospital
- State Health Center
- Maternity Center - Lewistown Hospital
- The Bridge and TLC Home Care
- Rehabilitation Services - Lewistown Hospital
- VP Nursing - Lewistown Hospital
- Lewistown Hospital
- Tri-County MH/MR
- Juniata Valley MH/MR
- Sun Home Health
- Mifflin-Juniata Area Agency on Aging
- Mifflin-Juniata Special Needs Center
- The Meadows
- Family Health Services - WIC

EMPLOYMENT ISSUES

FRIDAY, 4/12/96

Presenters:

- TIU Adult Education and Job Training Center
- Office of Vocational Rehabilitation
- Job Center
- Chamber of Commerce
- Skills
- Mifflin County Industrial Development Corporation
- School to Work Transition
- Area Agency on Aging

Information on each session follows this report as an appendix.

- **hold a community event showcasing the coordination of services.**

This objective was not met. The planning group and the group as a whole did not support this part of the project. The feeling was that similar events had been held and were scheduled to be held as part of other community events and that this group could better use their energies in different ways. What was requested was the addition of a planning aspect of the project. Again, our original proposal and intent was only to provide cross training for the community. However, while the group valued and supported the cross training they were anxious to take the information obtained and capitalize on the contacts made and enhanced through the cross training and from this point develop a plan for the community to further forge collaborations. Planning meetings were held with a sub committee and the group as a whole. These meetings were only productive to a certain degree. They did provide a forum for a healthy exchange of ideas; however, there was a lot of frustration because of the abstract nature of the process and because people wanted to see immediate results. The main problem is that completing a community plan up to the action step level would have required another entire project; certainly a second year of activity. The time commitment to this project was already much greater than anticipated. And a further problem was that although everyone involved feels strongly that there is a great need for community planning, leadership is a difficult assignment to make. In a time when such planning for collaborations is so essential the irony is that people are concurrently trying to juggle so many responsibilities that developing a concerted community effort is challenging indeed. We did accomplish several effective, planning exercises and set the stage for more continuation of the process.

Important linkages were made through the planning process and the next steps to community planning are moving ahead as a result through two compatible vehicles: Lewistown Hospital's Healthy Partnerships program and a community planning group responding to welfare reform. Our cross training project gave participants the foundation of knowledge needed to proceed with these two initiatives; the same people are involved and the time will be available to develop action plans to fulfill needs. In addition, coordination with other planning groups has been enhanced: Mifflin County Human Resource Council, MC 2000, PrimeTime Health, MCIDC. So in this way we were highly successful although some people were disappointed we couldn't do everything immediately.

- produce a handbook on developing and delivering cross-training for others to adopt.

The handbook on cross training is attached as an appendix. Adult educators wishing to start a cross training effort may use that as a reference tool along with further background supplied in this report.

Evaluation

Successful evaluation of "Adult Education Community Partnerships" was based on the following:

- establishment of a community cross training planning committee with participation from various segments of the community.
- development of a cross-training plan by the committee featuring cross training sessions based on community needs and resources.
- developing the foundation for further community planning by introducing the group to the planning methods and issues to be addressed. Setting the stage for further planning efforts.
- producing a cross training handbook including documentation of the process and implementation of the training.
- dissemination of the handbook and final report.

Local positive evaluation is based on the following outcomes of the local cross-training:

- an increase of referrals among service providers
- decrease in duplication of services
- increase in clients accessing support services

Our evaluation data supports the positive outcomes of the cross training to local providers (see attachment)

Dissemination Procedure

Dissemination of this report will be made through the Tuscarora Intermediate Unit 11, the Pennsylvania Department of Education, Advance, WPALRC, and the Professional Development Centers.

Further dissemination will be available by calling our Center for inquiries and requests for presentation on the cross training process. Along with the Philadelphia project, we presented our findings at the annual Service Delivery Area Conference in Hershey in May and plan to offer a similar session at PAACE's Mid-Winter Conference in February. Arrangements for other presentations may be made through requests to Professional Development Centers.

Conclusions/Recommendations

Adult Education Community Partnerships was a project with positive results locally. The cross trainings offered provided improved communication among those providers that impact on the adult learner. As a result, our clients are receiving more services from a variety of sources. In addition, our referral base has broadened significantly; i.e., we are referring more of our clients elsewhere, with better outcomes, than we did previously and more potential clients are being referred here from other sources in the community. Because of this higher level of cooperation we are seeing improvements in performance and retention.

Several activities that have developed from the cross trainings have brought us to more sophisticated levels of cooperation and are leading us to collaborative efforts. For example, this summer we combined resources with the Mifflin County Child Development organization to get much needed child care for our adult students' children while they were attending class. Our classes were at a site where the children could also be cared for. In return, our agency provided summer workers for MCSD to support their program.

Our cross training project has led us to the brink of an active community planning process. Through our initial community planning meetings we have organized ourselves to be effective participants in this process and are currently working in two community planning groups: one with a focus on health care needs in the community and the other with a focus of addressing the needs our community's disadvantaged population faces in the face of welfare reform.

One recommendation of the project is that this report be utilized in conjunction with our sister project from the Mayor's Commission of Philadelphia. This project which ran concurrently with ours presents an urban model of cross training. Our projects worked closely together throughout the year sharing resources and discussing similarities and differences of our experiences. What we found was that there are more similarities than differences in our approach and results, and anyone considering implementing a cross training program would benefit from considering both of our works.

We recommend that other agencies use our model to implement cross training activities in their areas and to also take on the challenging enterprise of community planning. As we progress through the difficult times ahead such planning efforts will become more and more important to service providers and those they serve.

ADULT EDUCATION COMMUNITY PARTNERSHIPS

ATTACHMENTS

Handbook

Introductory Materials
- partnership graphic
- one page summary of intent
- a process for community based planning

Identification of Community Needs

Identification of Community Resources

Brainstorming worksheet: other community stakeholders

Collaboration Information
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- MC 2000 News
- Chamber News

Community Planning
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- Pa Coalition meeting
- Pa 2000: Building Communities for Learning
- "Building Communities for Learning" Interim Report
- Observations from using "Harnessing the Power of Vision"
- Resources: Cooperative Extension Service and Washburn, Ill example

Sample Cross Training Evaluation form

Evaluations of Cross Trainings

Interim Cross Training report

Resources

FEDERAL ADULT EDUCATION ACT

SECTION 353 FUNDS

ADULT EDUCATION COMMUNITY PARTNERSHIPS

CROSS TRAINING HANDBOOK

By
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Project Year 1995-1996

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Adult Education Partnerships
CROSS TRAINING HANDBOOK

Introduction

The purpose of this Handbook is to provide some guidelines and directions to people interested in developing cross training activities within their community. Such cross training will at the least, allow for more communication among entities that serve the educationally disadvantaged of a community and may also open the door to collaborative activities and more inclusive community planning.

Why undertake such an effort? Politically and socially the time is ripe for collaborations to be developed both among our adult education service providers and among those who support our efforts. On some fronts, most notably welfare reform and the upcoming federal block grants, collaborations will be mandated parts of a community's plan to serve. That is, a community will need to have a plan of coordinated services and linkages in order to receive, and in most cases even apply for, funding. In order for us to be socially responsive to the needs of our students, many who are facing huge changes in their lives because of welfare reform or dislocation from the work force, we will need to put forth extra effort to see that these often disenfranchised citizens' needs do not get overlooked and ignored.

As we enter times when demands for our adult education services may exceed all previous records and funding may reach all time lows there are certainly challenges before us. The plan for cross training provided here does not suppose to be a panacea or a quick fix to what is before us but rather a part of a larger whole of community planning that needs to be done. Many of us in the field have recently been bombarded with mandates for planning from various sectors (welfare, labor and industry, education, the health care industry) while all such efforts may be worthwhile none will be of much use if only entered upon superficially; i.e., if we are only going through the motions of talking but never reach the action stage of planning. So, please note that the process described in this handbook is only part one of a much more extensive planning process and not a means to an end in itself.

HOW TO BEGIN

The beginning of any process is often the most challenging. In our experience we found that for many cross training is an appealing idea but getting started was difficult.

You might envision this process as a series of concentric circles. The center of your circles is the adult student. The first step is to form a core group of planners. The first, very small circle around the student may be made up of 2-4 people in the adult education field in your community: perhaps program directors, tutor coordinator, or a known advocate for the learner. The development of the cross training plan is built on developing more and more concentric circles to include the entire community as it impacts on the adult student.

This core group is your initial brainstorming group and should have the primary task to develop questions and issues for the larger planning group's structure. This structure is important since the people you will be calling on to participate are all extremely busy and will not want to feel they are floundering without some purpose or direction. Our experience has shown us that your larger cross training audience will be excited to share ideas and brainstorm one time but after that they will want more of a focus to their work.

An agenda for the brainstorming session of the core group might be answering the questions:

Why do we need cross training?

What can we hope to accomplish?

Who should be included?

How do we bring together community resources?

What is the future of our community's services and where does adult education fit into this picture?

Laying some ground work by discussing these questions and other issues will provide a framework for the larger planning meeting.

PLANNING

Once the core group is established, you are ready for more in depth planning. Step 2 is to enlarge the audience by including some key community stakeholders. Some may include: all literacy providers (all local programs represented including workplace programs and family literacy), public assistance representatives, chamber of commerce, community planner or county human services director, industrial representative, job center, health care provider, child care program administer. The purpose of this session is to brief those attending on the preliminary work and to get their input and support to continue. This will be your initial key promotional group and will serve as your recruiters in the community.

Step 3 involves much public relations work and communication with the larger community to inform them of your plans to do community cross training. This is an important component of the project and may be time consuming and a training process in itself. A one page summary of your intent should be produced (see attachment) for dissemination. This handout should reach as many hands as possible: radio stations, TV, local cable access, internet bulletin boards and home pages, community bulletin boards, newspapers, agencies' bulletin boards, church and agency newsletters, and any other avenue that is available. A general mailing to all social service providers is also beneficial at this point.

ACTIVITIES

Because the attendance at this first general public meeting may be large, it is important to have an agenda that is clear and easy to follow. Even with the community education provided beforehand we found that some in attendance at our first large meeting did not have a clear understanding of what our cross training goals would be. A fine balance is required: a clear intent is needed while at the same time one of this meeting's goals is to get input from the group to plan the cross trainings ahead.

Our suggestion is to have an interactive, participatory meeting with the following agenda:

- description of the cross training concept
- collaborations as goals
    characteristics of collaborations
    coordination-cooperation-collaborations
- brainstorming community needs
- brainstorming community resources
- discussion of who the stakeholders are and who should be included in the future

When we held this meeting in our cross training project, the participation and amount of information received was surprising. In our rural, community, over 70 community members attended. What was especially surprising to us was that there were many new, unfamiliar faces in the crowd. We make concerted efforts on a regular basis to know service providers in our area so we were really taken back that there were so many people excited about our cross training project that were new to us. It brought up several questions: if they were new to us, were we (our services and our students) new to them? We understood at this early point in the project how quickly staff and programs within our relatively stable community can change and how we can never assume that the public relations we have done steadily over the years is enough or current unless it is done on an ongoing basis.

A follow-up session was then held with the second layer of circles: the core group plus the key players. This group organized and distilled the information that was generated from the larger meeting. The result then was a list of community needs, resources, stakeholders. From this list like areas were grouped and a training plan developed (see attachment).

The next step was to present our findings to the larger group. This can be done through the mail or in another large session. We communicated this information by mail along with the schedule for the remaining group trainings.

The trainings were based on the larger areas of need that the large group identified. Presenters were either volunteers or those recommended by the larger group. Support and cooperation for presenting were exceptional.

The format for each cross training was similar. First an introduction to the topic was made by someone on the core planning group. Then presentations were made by each speaker for about 5-10 minutes. Questions followed. Breaks were included for networking time as well as some built in time at the beginning (registration) and end of each session. After much passing of papers at our first session, handouts were compiled before every session and distributed during the registration period of each cross training. All participants were given a loose leaf binder to include all the presentation materials. Participants were also given a cross training participant listing that was updated regularly. Each participant was asked to complete a profile sheet on their organization which was later distributed in the form of a cross training directory (see attached).

CHALLENGES

There are several challenges to organizing a cross training event or plan for your community that we encountered. These are obstacles that should be anticipated. One aspect that was underestimated was the time involved in the project. What seemed to be a rather simple plan on paper became quite time consuming. There are several reasons for this. One important one is that inherent in the process is receiving input from many people, processing this input and making the plan reflect all the constituencies represented. Another challenge was having all participants buy into the desired results of cross training: i.e., that while informing the larger group of what each entity could and could not provide to adult learners, they would also be looking at the larger picture and trying to see how all the community services fit together. Our hope was that personal agendas would at least temporarily be put aside and that people would be open to new ways to deliver service and to form collaborations. This did happen in some cases; however, in others the point seemed totally missed. Some of our participants were very "me" oriented and were very interested in talking about themselves and who did what in their agencies. Unfortunately, even though potential speakers were given specific guidelines for their presentations and most had participated in the planning session, we really had very little control over those who did not what to see beyond a very narrow perspective.

If your audience does not share ownership of the process they will lack commitment; however, fostering such commitment does take strong leadership and time. Another reason for the time commitment was because of interest from the group in community planning. This is a worthwhile and important outcome of our experience; however, community planning is another, much larger undertaking than cross training and planning for times and resources must be done accordingly. Other challenges involve logistics; where to have training, who to involve, being inclusive, scheduling, and accommodating the majority of your participants.

SUCCESSES

We were very successful in our cross training endeavor and can assure others that are taking on such an project that their time will be well spent and worthwhile. A key to success is having a core of participants that are committed to the process and have the vision needed to see the importance of this activity as well as how cross training fits into the larger planning process.

Our audience was most appreciative of the opportunity to regroup as an education and service community; to evaluate what we are doing; and to look for ways to better serve. This project did lead into several other community planning projects and layed the groundwork for more substantial efforts of collaboration in the future. In some ways by the end of the project some of its identity as an adult education center activity had be lost. This was a success also in that our needs for the adult student became absorbed into other, larger community needs. However, a presence was definitely established and will be influential in the other community planning initiatives that have evolved through our cross training project.

NEXT STEPS/RECOMMENDATIONS

It became very evident during our year long cross training project that this is a worthwhile and important activity for all communities to take on periodically. Cross training is particularly important at the beginning of such a period of change but should also be scheduled on a regular basis in order to update the community on changes to services and the ability to serve as well as to introduce new individuals and providers to the larger group.

It is further recommended that cross training be seen as a worthwhile activity in and of itself but also as part of a larger community planning project.

For specific questions about establishing a cross training event or series in your community please contact:

Carol Molek
Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, Pa 17044

voice: 717-248-4942
fax: 717-248-8610
e-mail: carcarm@pennet.net

RESOURCES

Cross Training Resources

The following are recommended resources for community planning and cross training. Each resource provides valuable information for any organization wanting to obtain a good background and foundation in community planning. Cross training is a component of all the community planning efforts researched in this project. In an effort to begin community planning the following comprise an essential library of resources that can lead to combining different perspectives and approaches to find the right mix for your particular community.

1. **Building Communities From The Inside Out: A Path Toward Finding and Mobilizing A Community's Assets**. John P. Kretzmann, John L. McKnight. Chicago, IL: ACTA Publications, 1993.
Another resource from Illinois, this is a valuable tool in dealing with individual perspectives that become apparent in community planning efforts. It is a great book on maximizing resources and capitalizing on the strengths that may not be immediately apparent in the community. The book shows how every segment of a community can contribute in a unique and influential way.

2. **Call To Action II: Planning for Adult Literacy**. Richard Torbert, JoAnn Weinberger. Philadelphia, PA: Mellon PSFS, Center for Literacy, Inc., 1996.
This booklet is available through the PA 2000 Adult Literacy Task Force. It is the executive summary of the 10/5/95 Pa 2000 meeting focusing on community planning.

3. **Harnessing The Power of Vision**. Mark Peterson. Little Rock, Arkansas: Cooperative Extension Service.
The subtitle of this book, "Ten Steps to Creating a Strategic Vision and Action Plan for your Community," describes the practicality of this book. The book shows an educational perspective and is available from Cooperative Extension in Arkansas. Visioning is emphasized.

4. **Mapping the Future of Your Community**. Macomb, IL: Illinois Institute for Rural Affairs, Western Illinois University, 1996.
This is another excellent resource. The subtitle is, "...bringing communities together, building consensus, and planning for action." It is particularly applicable to rural settings but much information would be transferable to any community. This publication comes from Western Illinois University that also has other materials. Besides the materials (planning activity sheets, guides) there are examples of community action plans that have resulted from the process.

5. **Patterns of Promise: State and Local Strategies for Improving Coordination in Adult Education Programs**. Judith A. Alamprese, Nancy Brigham, June S. Sivilli. Washington, D.C.: COSMOS Corporation, 1992.
This is a report by Cosmos Corporation for the US Department of Education and

provides many useful insights in examining efforts in cooperation among adult education providers and social service agencies. These studies can alert the planner to some of the obstacles involved in the coordination process.

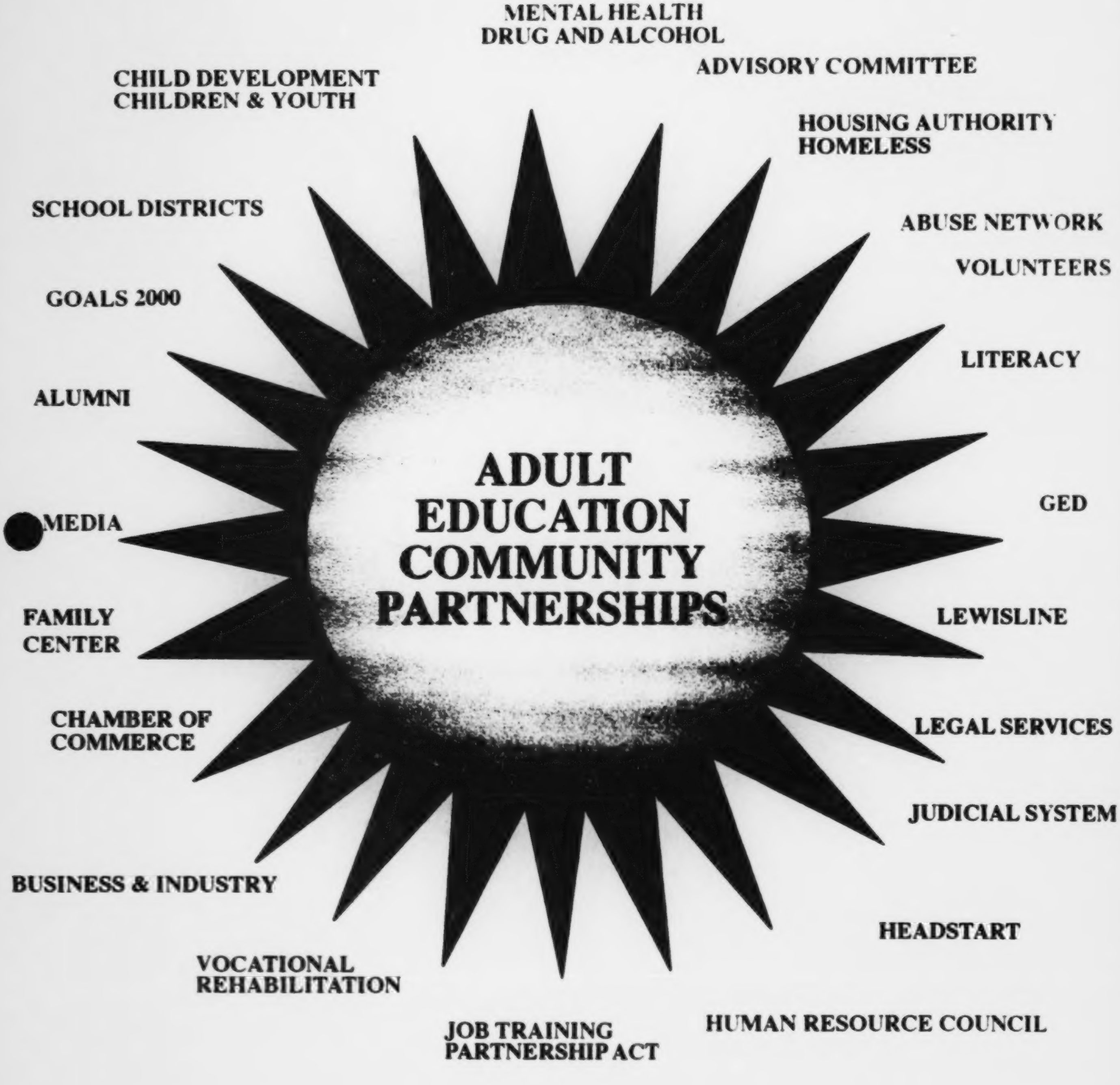
6. **Strategic Planning Workbook.** Bryan W. Barry. New York City, New York: Publishing Center for Cultural Resources, Amherst H. Wilder Foundation,1986.
This resource is a bit different in that its focus is not necessarily on community planning but rather strategic planning for nonprofit organizations. For those involved in the strategic planning process this text is very helpful and in addition, the planning techniques and processes lend themselves easily to the community planning process.

7. **Study Circles Resource Center**. Martha McCoy, Phyllis Emigh, Matt Leighninger, Molly Barrett. Pomfret, CT: Topsfield Foundation, Inc., 1996.
This is an excellent reference based on the concept of community planning through study circles. The Study Circle Resource Center based in Connecticut, has many worthwhile publications and describes subject materials and processes similar to National Issues Forums. In this publication the following are included: an introduction to the planning process; basic steps in creating a community-wide study circle program; sample documents; and appendices such as an extensive annotated bibliography, and articles.

In addition, a quick search of the internet brings up 212,163 entries on community planning and 444,737 on cross training.

Introductory Materials

- Partnership Graphic
- One page Summary of Intent
- A Process for Community Based Planning


ADULT EDUCATION COMMUNITY PARTNERSHIPS
MENTAL HEALTH
DRUG AND ALCOHOL
ADVISORY COMMITTEE
HOUSING AUTHORITY
HOMELESS
ABUSE NETWORK
VOLUNTEERS
LITERACY
GED
LEWISLINE
LEGAL SERVICES
JUDICIAL SYSTEM
HEADSTART
HUMAN RESOURCE COUNCIL
JOB TRAINING
PARTNERSHIP ACT
VOCATIONAL
REHABILITATION
BUSINESS & INDUSTRY
CHAMBER OF
COMMERCE
FAMILY
CENTER
MEDIA
ALUMNI
GOALS 2000
SCHOOL DISTRICTS
CHILD DEVELOPMENT
CHILDREN & YOUTH

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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Community Partnerships

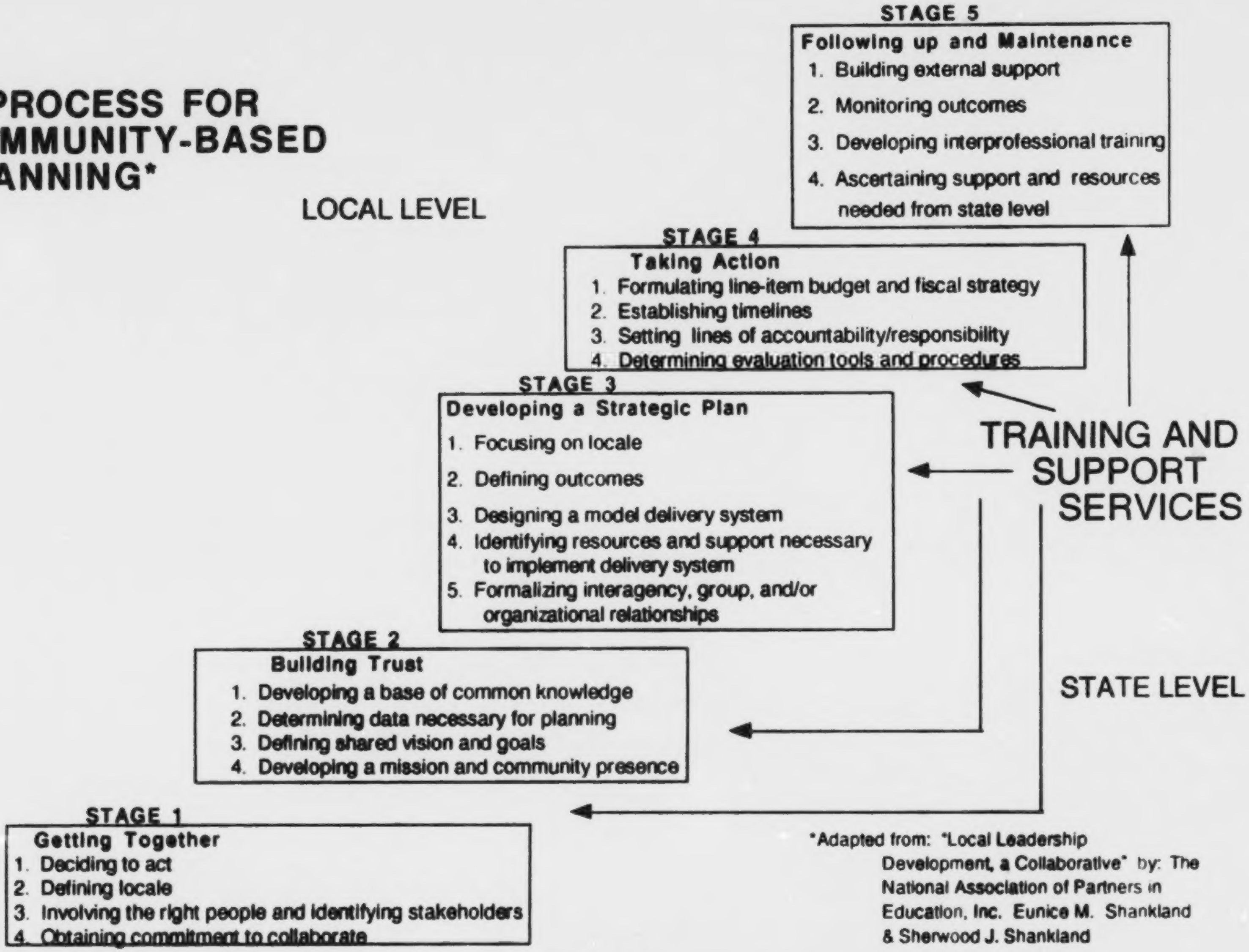
"Adult Education Community Partnerships" is a federally funded adult basic education special project awarded to the TIU Adult Education and Job Training Center for 1995-1996. The goal of the project is to develop a model for exemplary cross-training among various agencies and service providers in a local, rural community providing support to educationally disadvantaged adults.

The grant specifies that we
- recruit a community planning committee of stakeholders
- deliver training in monthly cross-training session
- plan and hold a community event in the spring
- produce a handbook for replication in other rural communities

A further outcome of the year's work will be to increase our knowledge base of activities in the county and to forge collaborations to best utilize the limited resources available to our clients.

Thank you for your participation.

A PROCESS FOR COMMUNITY-BASED PLANNING*



LOCAL LEVEL

STAGE 1

Getting Together
1. Deciding to act
2. Defining locale
3. Involving the right people and identifying stakeholders
4. Obtaining commitment to collaborate

STAGE 2

Building Trust
1. Developing a base of common knowledge
2. Determining data necessary for planning
3. Defining shared vision and goals
4. Developing a mission and community presence

STAGE 3

Developing a Strategic Plan
1. Focusing on locale
2. Defining outcomes
3. Designing a model delivery system
4. Identifying resources and support necessary to implement delivery system
5. Formalizing interagency, group, and/or organizational relationships

STAGE 4

Taking Action
1. Formulating line-item budget and fiscal strategy
2. Establishing timelines
3. Setting lines of accountability/responsibility
4. Determining evaluation tools and procedures

STAGE 5

Following up and Maintenance
1. Building external support
2. Monitoring outcomes
3. Developing interprofessional training
4. Ascertaining support and resources needed from state level

TRAINING AND SUPPORT SERVICES

STATE LEVEL

*Adapted from: "Local Leadership Development, a Collaborative" by: The National Association of Partners in Education, Inc. Eunice M. Shankland & Sherwood J. Shankland

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Identification of Community Needs

Identification of Community Resources

Brainstorming Worksheet: other community stakeholders

Community Partnerships

The following information summarizes the work of our focus groups on 9/29/95 concerning our community's needs and resources:

COMMUNITY NEEDS

Employment
- unemployment
- underemployment
- lack of affordable childcare
- lack of affordable housing
- lack of single family housing

School Related
- absenteeism
- truancy
- drop-outs
- illiteracy
- lack of post secondary opportunities
- distance learning
- comprehensive education
- conflict resolution / social skills
- up-to-date materials, resources
- after-school teen activities

Violence
- child abuse
- domestic violence
- crime
- gangs
- dui's
- d&a

Social Issues
- (many social needs fell under other categories)
- lack of connection between needy and available resources

- lack of support groups
- lack of social outlet (non-alcoholic based) for adults
- cultural, geographic isolation
- dependency on "systems"
- lack of support services for the mentally disabled
- community apathy
- community self-concept
- aging issues

Family Issues
- broken families
- dysfunctional families
- re-defining "normal" families
- single/teen families
- need for parent education
- coping, problem solving (parents & children)

Health Care
- lack of (uninsured, underinsured)
- in-home health care
- prevention (hygiene issues, etc.)

Public Transportation

COMMUNITY RESOURCES

concerned individuals/agencies
established networking relationships
churches
service clubs
athletic organizations
citizen volunteers
schools
early childhood programs: Head Start, pre-schools
day care
adult education programs: AEJTC, Library Literacy
Lumina Center
County Extension
YMCA
hospital health care
area revitalization committee
mental health center
girl/boy scouts
strategic planning documents being developed by various groups
community self-concept

OTHER STAKEHOLDERS/PARTNERS

- YMCA
- local ministerium
- customers of social services
- planning commission
- Geisinger
- police
- borough managers
- extension office
- physicians
- boy scouts
- day care providers
- Jerry Hummel
- service organizations
  - Soroptimists
  - Kiwanis
  - Rotary
  - Lewistown Hospital Auxiliary
  - Big Brother/Big Sister

Collaboration Information

- Characteristics of Collaborations
- Cooperation-Coordination-Collaboration
- Collaboration article: Even Start

CHARACTERISTICS OF COLLABORATIONS

trust
sharing
flexibility
partnership
community
advocacy
shared beliefs
reliability
investment
shared resources
openness
liostening
equality
communication
focus
creativitiy
doing
freedom to disagree
evaluation
accountability
leadership
respect
shared goals/vision
understanding
stakeholders

Cooperation: Informal relationships in which participants retain their full measure of organizational autonomy, including control over resources. Little information is shared unless it is needed.

Coordination: More formal relationships that may result in specific changes in the way organizations operate (e.g., pooling resources for specific purposes, establishing common goals). Coordinating organizations remain independent.

Collaboration: New organizational structures where resources, power, and authority are shared and where people are brought together to achieve common goals that could not be accomplished by a single individual or an organization working independently.

LOOK
EVEN START

ISSUE TWO

Pulling together–the great potential in collaboration

BY JOHN T. MACDONALD

[illegible] critical core of Even Start—the concept that good things happen when mothers, fathers, and children work and think and learn together—makes the program one of the most valuable opportunities for American families. Even Start stands at the vanguard of emerging family literacy programs because it offers a concrete model for integrating services that nurture one another for the benefit of the family: early childhood programs, parenting/adult education, and parents and children together. The simple beauty of Even Start is that it helps families strengthen themselves; in turn, families are America's strength.

John T. MacDonald

At the same time, however, Even Start relies on the effective rallying of commu-

[illegible]NTINUED INSIDE

INSIDE

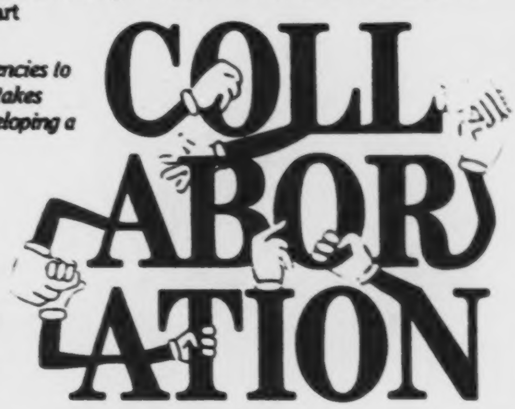
Collaboration

A POSITIVE/NEGATIVE

Collaboration answers some challenges... and makes new ones

Collaboration emerges from necessity and challenge. The expressions can make it sound so easy: many hands make light work, two heads are better than one. But there's nothing as rewarding as a solution that comes from many people getting ready to tackle the same problem. A kind of magic results when one group says to another: "We have these resources, you have those resources, and we both have these challenges. Can we make something that's better than any one of us?"

Even Start programs all over the country are now working hard to forge effective collaborations. The regulatory requirements of Even Start collaboration are well known; the realities of collaboration are just now coming clear to programs struggling to make them work. A body of conventional wisdom about Even Start collaborations is developing, and it consistently echoes more broad-based experiences and research on interagency collaboration.



BY C. RALPH ADLER AND PATRICIA SEPPANEN

Here are a few things Even Start people have said in terms of forming collaborative relationships. The comments have interesting connections to generic collaboration research and with some of the common challenges Even Start personnel have reported.

◆ *"You can't expect collaborating agencies to have the same agenda as yours. It takes time to build trust. Time spent developing a shared vision is worth it."*

Research on collaboration certainly supports this lesson from this Even Start professional's experience. In fact, one of the five "preconditions for success" identified for effective collaborations is an assessment of compatibility and desirability: an understanding of individual missions and a desire to forge a new, shared mission out of them.

What are the other four preconditions for success which collaborators of all types across the nation have identified as critical?

- Positive attitudes toward participating agencies and the idea of collaboration
- Recognized need for the collaboration
- Awareness of potential partners
- Capacity for maintaining the collaboration over time

◆ *"Community collaboration needs more support to truly succeed. Turf is more important to some than client needs."*

Collaboration does not occur without costs. The guiding wisdom is that collaboration **ultimately** results in more streamlined, more efficient, and more effective services for children and families. Towards those goals, however, there are new types of energy to be generated and expended, and expectations of loss of autonomy to cope with.

■ *Loss of autonomy*

Turf, indeed, is an issue. The blending of organizational missions, the sharing of resources, and the spreading of client services across organizations results in a loss of autonomy. It's a fact of life in collaboration. Participants need to understand up front that lines of authority and perceptions of responsibility will change when collaborations result in new organizational forms. The best preparation for all involved includes keeping lines of communication permanently open and active so that participants can focus on the developing new structure and its purpose, understanding that **everyone** will experience this "turf shift," keeping the focus continually on the client as the beneficiary of more effective organizational design, and gradually learning the

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COLLABORATION!

CONTINUED FROM COVER

new benefits of shared authority and responsibility. Partners must also create a mechanism for diagnosing problems and developing workable solutions.

■ *Expenditures of staff time, energy, and thought.*

While collaboration makes sense, it isn't easy. Entering a collaborative mode does **not** mean that participants will have an easier job or that there will be less for everyone to do. To sustain the collaboration and constantly monitor the health and effectiveness of the relationship, lots of new kinds of staff thinking, time, and energy are needed to plan, maintain, monitor, and change the collaboration, as needed, over time. Collaborations are dynamic, fluid arrangements when well designed; they cannot be left "on their own" to continue on like a perpetual motion organization. And, as suggested above, the personal and emotional energy it takes to keep a collaboration going can be intense.

■ *Money*

If a collaboration succeeds in taking on a life of its own because it serves clients more incisively, it should result, ultimately, in a more efficient and effective use of funds than would have occurred with a number of organizations working independently. If a collaboration succeeds in taking on a life of its own by serving clients more incisively, it should use funds more efficiently than a number of organizations working independently. Collaborative arrangements like Even Start typically benefit from the infusion of additional funds and the reallocation or dedication of funds from participating agencies. If the collaboration works, it will accomplish results that no one agency could afford alone.

◆ *"Coordination with other agencies is essential."*

Coordination is certainly an essential component in the bigger collaboration picture. However, arrangements between organizations can take many forms on many levels, some more productive than others. When Even Start law and regulations were created, they called for programs to establish "collaborations" with other agencies. In the language of collaboration research, that requires the most extensive and interrelated type of working relationship, which is the spirit of Even Start. Here's how the three categories of working relationships are more formally described. Use them as a personal check on the relationships among agencies and programs involved with your Even Start program. Where does each relationship fit on the continuum? Where would you like the relationship to be?

■ *Outreach*

Outreach is the simplest form of interaction between organizations in a community. The focus is strictly on sharing information about services, sharing concerns about the need for other types of services, or the referral of clients to and from a program. Typically there is very little joint decision making or joint delivery of services. This means there are few demands on the program funds for cooperative activities.

A Collaboration Checklist

What factors are helping or hindering your collaboration efforts?

POSITIVE

Many factors work to make or break collaborations. Here are two lists to help you get a sense of which factors might be at work in your collaborative relationships in Even Start. Which ones are present in your program? Which ones might need the most work?

Factors which help collaboration

☐ Perception that the collaboration is needed
☐ Benefits outweigh the costs
☐ Positive attitudes
☐ Consensus between administrators and staff
☐ Players see each others as valuable sources/resources
☐ Ability to maintain program identity, prestige, and power
☐ Reward system for staff who reinforce the collaboration
☐ Accessibility to other organizations
☐ Positive evaluations of other organizations and their staffs
☐ Similarity or overlap in resources and goals.
☐ Common commitment to families (parents and their children)
☐ Common definitions, ideologies, interests, and approaches
☐ Perception of partial interdependence
☐ Good history of relations
☐ Procedures have been standardized across organizations
☐ Occupational diversity of staff that is complementary
☐ Leaders favor the collaboration
☐ Chances exist for regular contact and exchange of information
☐ Existence of boundary-crossing roles
☐ Compatibility or similarity of organizational structures

Factors which can hinder collaborations

☐ Vested interests of program or other agencies
☐ Perception of threat, competition for resources or clients
☐ Perception of loss of program identity
☐ Perception of loss of prestige or role as "authority"
☐ Lower service effectiveness
☐ Alienation of some families
☐ Inability to serve new families who would be drawn to the p
☐ Differing leadership styles
☐ Differing professional background of staff
☐ Disparities in staff training
☐ Different priorities, ideologies, outlooks, or goals for familie
☐ Lack of a common "language"
☐ Staff members don't favor the collaboration
☐ Negative evaluations of other organizations
☐ Imperfect knowledge of other agencies in the community
☐ Poor history of relations
☐ Costs in terms of resources of staff time outweigh benefits
☐ Lack of communication among higher level staff
☐ Bureaucracies that inhibit internal, external communic
☐ Centralization of authority, "red tape"
☐ Little staff time devoted to boundary-crossing roles
☐ Differences in priorities, goals, tasks
☐ High staff turnover
☐ Other organizations have little to offer

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■ Cooperation
Even Start programs may make the mistake of thinking they are involved in a collaborative relationship when really it is cooperative, a category which implies a greater degree of interaction than "outreach" but less than complete collaboration. Cooperation takes the form of informal agreements between organizations to improve the quality of the program, or to increase efficiency by sharing resources such as buildings, equipment, or staff. Organizations may also share responsibility for particular services, such as child care, counseling, or transportation.

Because the commitment of organizational resources is modest, the relationship is typically less formal and therefore much more difficult to maintain. It is generally dependent on the informal agreements between the initiators and, as a result, can be vulnerable to staff turnover: when the individuals who started the cooperative arrangement leave, the relationship falls apart.

The main difference between cooperative and collaborative initiatives: In collaborative relationships (described below) a unique new programmatic entity is created, in which participating organizations share responsibility for goal setting, decision making, resource contributions, and commitments.

■ Collaboration
Collaboration usually leads to the creation of a distinct, new program with an identity which is separate from the participating organizations. It typically requires the ongoing commitment of staff and/or financial resources by each organization. Organizations may agree to divide program activities among themselves, or a third party may organize activities and responsibilities of each unit. This type of linkage is perhaps the most difficult and time-consuming to develop and maintain, because it requires joint goals, decisions, and actions, as well as involvement of both top-line administrators and service providers.

Look over the checklists on these pages to orient yourself to your Even Start program's strengths and weaknesses in terms or your collaborations.

PULLING TOGETHER...CONTINUED FROM COVER

nity services and organizations, both for maximum effect and fiscal efficiency. The community, in productive ways, gathers around individual families in supportive service; this is the essence of collaboration—a second essential building block of Even Start.

Collaboration isn't always easy, especially for agencies and institutions that may not be used to working together. I've made it a priority as Assistant Secretary for Elementary and Secondary Education to find ways for agencies to collaborate more effectively, especially those that are federally funded. Organizations that spring from federal initiatives and funding must work towards a more connected understanding of how families can be served, and how the strengths of different agencies can be brought to bear to serve family interests and needs.

This issue of the Even Start newsletter covers some of the most essential concepts of collaboration. I'd like to offer my help by suggesting some of the federal programs that make ideal Even Start collaborators:

Chapter 1. Even Start and Chapter 1 are natural partners. Many Chapter 1 districts offer early childhood programs, with large numbers of already identified children—leading to potential Even Start client families. As forerunners in designing parent involvement programs, Chapter 1 can be a great resource for training Even Start personnel on working effectively with parents, especially in terms of helping parents understand issues of transition as children prepare for school.

Head Start. Services to children through Head Start may also be accessed by Even Start programs, including early childhood education programs, child care, needs assessment for children (through networks developed under the Individuals with Disabilities Education Act), and transportation. Head Start has developed highly effective recruiting techniques and outreach efforts such as home visiting programs, two other areas where Even Start personnel might pick up some ideas. Think of Head Start, Chapter 1 and Even Start as partners on a continuum: depending on your program's design, your family clients may actually take part in Head Start or Chapter 1 programs, or be served by them through transition activities. These programs also share philosophical similarities with Even Start, such as understanding the value of involving parents in the design and implementation of policies and programs.

Other federal programs. As a program that serves the "whole family" in its quest to strengthen relationships through literacy events, Even Start must also take advantage of the resources offered through the Joint Training Partnership Act, JOBS, Chapter 2, Voluntary Literacy Programs, Education of the Handicapped Act, and Adult Education Act—all programs that have targeted adult or family education or literacy skills.

Other community resources. Every American Community is served by groups of people who are helping to sustain the education, health, and wellbeing of its residents. I urge you to seek out these organizations, talk with them about how they might work together with Even Start, and build productive collaboration bridges. Look to local and state welfare and education offices, religious service groups, charitable and volunteer agencies, day care providers, and health agencies.

While Even Start regulations require collaborations with some agencies, some of the most valuable collaborations will come from your creative ideas. You know your community well, and what it has to offer. I encourage you to create and innovate, and to be flexible.

Make the connections and make them work. Good luck!

QUESTIONS?

Q ***Why are Even Start programs required to collaborate with other agencies?***

A Section 1054(b)(7) of the Act reflects awareness that several other programs may address the needs of parents and children eligible for Even Start. It is the purpose of Even Start to successfully combine adult education for parents and quality educational experiences for children into a single program.

For example, the work of Even Start will be for literacy will be enhanced through effective parenting. In many cases, there may already be existing programs and other community resources for these purposes. Rather than supersede or compete, Even Start funds are intended to build on these already existing resources in order to create an integrated family literacy program.

Given the limited size of the Even Start authorization and the large number of existing local, state, and federal programs focused on literacy and early childhood education, it is critical that applicants use Even Start funds as the extra piece needed to fashion a complete Even Start family literacy program from these various sources of support.

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QUESTIONS?

CONTINUED FROM INSIDE

Q ***How may Even Start projects collaborate with other agencies?***

A Even Start projects are cooperative projects that should build on existing community resources in two ways:

- **Preparation of an application and project management.** Applicants are required to collaborate in preparing the proposed project application and running the project. An LEA must collaborate with a community based organization, public agency, institution of higher education, or other non-profit organization; a non-profit organization must collaborate with a LEA. (See section 1052(d)(1) of the Act.)

This collaboration, together with other aspects of project planning, helps ensure practical and effective ways to identify and recruit eligible applicants, identification of relevant programs with which the project should coordinate, and identification of research and other information needed to design quality proposals. Special training and other services essential to successful projects may be provided by other organizations.

- **Projects serving similar populations.** Funded projects are required to coordinate with other programs serving similar populations, specifically, programs funded under Chapter 1, relevant programs under Chapter 2, the Individuals with Disabilities Act, the Job Training Partnership Act, and Head Start, Volunteer Literacy, and other relevant programs. (See sections 1054(b)(7) abd 1056(b)(4) of the Act.)

What's Your Story?

Do you have an Even Start story, lesson from experience, or unusually effective program approach or design that you'd like to share with other Even Start grantees? Look at Even Start will accept your ideas for consideration as brief articles or program profiles in future editions. Send your ideas or stories to:

Look at Even Start

c/o Mary Jean LeTendre
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

RESOURCES

Harvard Family Research Project. *Building Partnerships: Models of Family Support and Education Programs.* Cambridge: HFRP.

This booklet contains profiles of five diverse programs working out a better future for children through family-focused and comprehensive service delivery. The programs are: North Dakota's Child Welfare Reform Initiative, Iowas Decategorization Project, Florida's Full Service Schools, Brattleboro's (Vermont) Early Education Services, and Boston's (Massachusetts) Medical-Legal Services Project. Each profile includes a history of the initiative, a description of the program, and reflections on the past and future by the state- or local-level director. The goal of this booklet is to provide policy makers, advocates, and administrators with concise information on policy development and the program characteristics of these five varied approaches to attaining comprehensive services.

These five programs represent efforts to transform public service systems that deal with children, families, and communities, exemplifying the characteristics of the evolving comprehensive approach of the 1990's. The programs combine services to meet the multifaceted goals and needs of families. They encourage cooperation and collaboration among agencies and attempt to institutionalize mechanisms for initiating and sustaining this collaboration. These programs involve participants on advisory boards, serving as resources for one another, and they evolve to meet participant concerns through individual or community-based assessment. They also strive to be sensitive to the cultural characteristics of the communities they serve. Local empowerment is part of this new way of doing business and it operates at every level: for the individual, the family, the staff, and the community.

While they share a common, family support philosophy, the five programs' patterns of service delivery and strategies of advancing systemic change differ. Different agencies—education, health and social services—take the lead role in mobilizing the resources to transform the service delivery system. This reflects the range of possible entry points for collaboration and approaches to making service systems more responsive to community conditions. Because the interest in collaboration spans many levels of the public service system, the programs also illustrate b[illegible] state and local initiatives.

Other Selected Readings on Collaboration

Department of Health and Human Services (January, 1991), *Service Integration: A Twenty Year Retrospective.* Washington, D.C.: Office of the Inspector General.

Florida Department of Education (Winter 1991). *Working Smarter in a Shared Service Network: A Resource and Planning Guide.*

Joining Forces, American Public Welfare Association, Center for Law and Social Policy, Council of Chief State School Officers and Education Commission of the States (January 1992). *Confidentiality and Collaborations: Information Sharing in Interagency Efforts.* Washington, D.C.: Education Commission of the States.

Kagan, Sharon L. (1991) *United We Stand: Collaboration for Childcare and Early Education Services:* New York: Teacher's College Press, Columbia University.

Levy, Janet E., Kagan, Sharon L., and Copple Carol (1992). *Are We Ready? Collaboration to Support Young Children and Their Families.* Washington, D.C.: American Public Welfare Association and Council of Chief State School Officers.

Melaville, Atelia and Blank, Martin (January 1991). *What It Takes: Structuring Interagency Partnerships to Connect Children and Fami[illegible] with Comprehensive Services.* Washington, [illegible] Education and Human Services Consortium.

National Association of School Boards of Educations (1991). *Caring Communities: Supporting Young Children and Families.* Alexandria, VA.

National Health/Education Consortium (February 1992), *Creating Sound Minds and Bodies: Health and Education Working Together.* Washington, D.C.

Robinson, Estelle R. and Mastny, Aleta You (1989). *Linking Schools and Community Services: A Practical Guide.* New Brunswick, NJ: Rutgers University.

RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801

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Cross-Training Service Directory

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ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

Attached please find "Community Cross-Training Agency Profile Sheet." Would you please fill in the information requested and return to us as soon as possible. We will use this profile sheet to produce a booklet of agency descriptions for those participating in the Cross-Training project.

Thanks for your help and cooperation.

TIU 11 is an equal rights and opportunities educational service agency.

COMMUNITY CROSS-TRAINING

NAME OF ORGANIZATION

ADDRESS CONTACT PERSON____________________

PHONE FAX
E-MAIL

TYPE OF SERVICES:
___social ___health ___financial
___education ___employment ___legal
___other________________________________

STATUS:
___public ___private ___non-profit
___profit ___church related
___county related ___state related

FUNDING SOURCES (list)

SPECIFIC SERVICES PROVIDED (list)

WHAT THINGS CAN YOUR ORGANIZATION NOT DO? (list)

HOW DO CLIENTS ACCESS YOUR SERVICES?

WHAT ARE YOUR ELIGIBILITY REQUIREMENTS?

ARE THERE FEES AND HOW ARE THEY DETERMINED?

ARE THERE OTHER ORGANIZATIONS PROVIDING SIMILAR SERVICES?

WHAT IS UNIQUE ABOUT THE SERVICES YOU OFFER?

Name of Organization: Adult Education and Job Training Center
Contact Person: Carol Molek, Adele Craig, Helen Guisler

Address: MCIDC Plaza, Building 58, 6395 SR103 North
Lewistown, PA 17044
Phone: 717-248-4942
Fax: 717-248-8610
E-Mail: carcarm@pennet.net

Type of Services available:
education, employment, training

Status:
public, nonprofit

Funding Sources:
state and federal, sponsored by the Tuscarora Intermediate Unit No. 11

Specific Services Provided:
Education and job training services for adults: basic math, English, reading, computer skills; career exploration; job search; job readiness; personal development; services for single parents and displaced homemakers; Even Start family literacy program; education services for the homeless; dropout prevention for in-school, at risk youth.

What things can your organization not do?
Provide specific vocational training.

How do clients access your services?
Attend agency orientation; intake appointment to determine eligibility.

What are your eligibility requirements?
Determined by specific program

Are there fees and how are they determined?
No fees for services except GED testing.

Are there other organizations providing similar services?

What is unique about the services you offer?
Holistic case management approach to aid clients to self sufficiency and employment.

Name of Organization: American Association of University Women, Lewistown Branch

Contact Person: Laura C. Farley

Address: 26 West Charles Street
Lewistown, PA 17044

Phone: 717-248-1916

Fax:

E-Mail:

Type of Service available:
social
education

Status:
private

Funding Sources:
Local Branch: membership dues; fundraising activities

Specific Services Provided:
Education and advocacy for equality of opportunity for women and girls in education and employment. Education concerning women's issues, national, post-graduate fellowships.

What things can your organization not do?
Provide individual financial assistance.

How do clients access your services?

What are your eligibility requirements?
Graduation from a regionally accredited college or university.

Are there fees and how are they determined?
Membership dues, determined by the Branch and including dues to national.

Are there other organizations providing similar services?
None that the organization is aware of.

What is unique about the services you offer?
Focus on women's and girls' issues, and advocacy for gender equity.

Name of Organization: Central PA Youth For Christ
Contact Person: LaVern Yutzy

Address:
336 Holiday Lane
Lewistown, PA 17044

Phone: 717-242-2893
or 717-242-5801
Fax: 717-743-1880
E-Mail:

Type of Service available:
high school and Jr. Hi Club Program (Christian)

Status:
non-profit
church related

Funding Sources:
Community and churches

Specific Services Provided:
Referrals, assembly programs, weekly clubs, hi-adventure, i.e. backpacking, biking, retreats and conferences, short term missions.

What things can your organization not do?
We are not a church. We cannot offer professional counseling.

How do clients access your services?
Word of mouth, friends, contact module director.

What are your eligibility requirements?
Jr. and Sr. high students

Are there fees and how are they determined?
No.

Are there other organizations providing similar services?
Church youth groups.

What is unique about the services you offer?
Relational program getting students into the churches. Working on the inside of a person to grow that relationship with Jesus, and change their action and world.

Name of Organization: Child Care Choices of Mifflin County
Contact Person: Kathy Elliott
Address: 1 West Market Street, Suite 4
Lewistown, PA 17044-2128
Phone: 717-242-4346
717-242-3637
Fax:
E-Mail:

Type of Services:
social

Status:
public
non-profit

Funding Sources:
All monies come from Department of Public Welfare.

Specific Services Provided:
Child care subsidy
Resource and referral

What things can your organization not do?
May not provide care for all because:
  may not be eligible
  funding may not be available
Does not guarantee what care they will receive
Does not monitor day care facilities

How do clients access your services?
Call office, complete application or drop in.

What are your eligibility requirements?
Working or job training - both care takers, if applicable
Must need care 20 hrs/3 days during week - according to providers schedule
Must fall within income guidelines for specific family size

Are there fees and how are they determined?
Only fees to specific child care provided after enrollment.
Fees based on gross monthly income and family size.

Are there other organizations providing similar services?
The County Assistance also helps pay for child care. But the two have entirely different eligibility guidelines.

What is unique about the services you offer?

Name of Organization: Family Health Services
Contact Person: Erin Pedersen

Address:
21 South Wayne Street
Lewistown, PA 17044

Phone: 717-248-0175

Fax: 717-248-1069

E-Mail:

Type of Service available:
health

Status:
private
non-profit

Funding Sources:
Funding is provided in part through federal and state governments. Client fees, donations, and grants are also utilized.

Specific Services Provided:

Reproductive Health Care:
family planning
gynecological exams
pap tests
blood pressure and pregnancy testing
genetic screening
urine and blood screening
options counseling
contraceptive and infertility information
cancer screening
menopause management

Testing, Diagnosis, and Treatment of Sexually Transmitted Diseases (STDs):
information, risk assessment, testing, diagnosing, treatment, referrals, counseling, confidential screening for HIV (not available at the Lewistown site)

Special Programs:
WIC, Women, Infants, and Children nutritional program

MA Babies First, Medical Assistant Enrollment Coordinators who assist with the application process of providing health insurance for all children under 21 and pregnant women

HealthyWoman 50+. free cervical and breast cancer screening and follow-up care
Community Education, programs and workshops on all aspects of reproductive health, STDs, parenting, family life education, and other health issues

****All client information is confidential**

What things can your organization not do?
We do not provide obstetrical services.

How do clients access your services?
Clients may access our services by visiting our office on South Wayne Street. Community Education programs are often conducted at a convenient location as determined by the sponsoring group.
WIC conducts satellite clinics throughout the county.

What are your eligibility requirements?
All women and some men are available for our services. Family Health Services provides its service without regard to race, sex, sexual orientation, age, religion, national origin, or disability. No one is denied service because of lack of ability to pay.

Are there fees and how are they determined?
Fees are determined by a sliding fee scale based on a persons income and family size. Medical Assistant Cards are accepted as well as some insurances. Teens receive services free. Some STD testing is free. No one is denied service because of inability to pay.

Are there other organizations providing similar services?
Private physicians provide similar services.

What is unique about the services you offer?
Quality of case and patient satisfaction are high priorities which the entire staff at Family Health Services works to achieve. We believe that our clients should be active participants in their health and we maintain a philosophy of preventative health care. Educating our clients is an integral component of a Family Health Services' visit.

We do not deny services because of inability to pay.
Teens receive free and confidential services.

Name of Organization: Hospice: The Bridge
Contact Person: Kimberly McGinnis

Address: 1126 West Fourth Street
Lewistown, PA 17044

Phone: 717-242-5006
Fax: 717-242-5009
E-Mail:

Type of Service available:
health

Status:
non-profit

Funding Sources:
Department of Lewistown Hospital

Specific Services Provided:
Skilled nursing, personal care, bereavement counseling, volunteer assignment, nutrition. Counseling, psychological counseling, spiritual counseling, medical social services.

What things can your organization not do:
Cannot sit with patients 24 hours a day.

How do clients access your services?
Call and make a referral themselves or anyone else or have their physician refer them.

What are your eligibility requirements?
Must have a terminal illness, reside in Mifflin, Juniata, Snyder County when supportive rather than curative treatment is appropriate.

Are there fees and how are they determined?
On need not ability to pay, accept medicare, medicard and insurance.

Are there other organizations providing similar services?
Yes

What is unique about the services you offer?
A team approach to meet the physical, emotional, social, spiritual and economic needs of the patient and family. The family is our unit of care. We have a medical director who is an expert at pain control. Work with patients at one of the most ultimate times of their lives. Special volunteers.

Name of Organization: Juniata Valley Area Chamber of Commerce
Contact Person: Jerry Hummel

Address: Suite 204, 3 West Monument Square
Lewistown, PA 17044
Phone: 717-248-6713
Fax: 717-248-6714
E-Mail:

Type of Service available:
Chamber of Commerce/Tourist Promotion Agency

Status:
private
non-profit

Funding Sources:
Membership dues/state TPA

Specific Services Provided:
Business resource; tourist information

What things can your organization not do?
Local political endorsements

How do clients access your services?
Phone, mail, in person

What are your eligibility requirements?
Open to all persons and entities

Are there fees and how are they determined?
Annual dues set by number of employees and classification of business.

Are there other organizations providing similar services?
None.

What is unique about the services you offer?
Nationally recognized name.
Devoted to improving area's overall business climate.
Represents all sectors of business community.

Name of Organization: Juniata Valley Tri County D & A Abuse Commission
Contact Person: Ray Dodson

Address: 310 South Main Street
Yeagertown, PA 17099

Phone: 717-242-1446

Fax: 717-242-1447
E-Mail: tricoda@pennet.net

Type of Service available:
Evaluation and Assessment Services to the MA population in need of D & A Detox or Rehab (non hospital based)

Status:
private
non-profit
state related

Funding Sources:
Federal Block Grant, Commonwealth Funding, HSDF Grants

Specific Services Provided:
ACT 152 Assessment and Case Management, Administrative Services related to the provision of D & A Services

What things can your organization not do?
Direct treatment services or intervention or prevention services.

How do clients access your services?
For ACT 152 services access is either direct or indirect via other agency referral.

What are your eligibility requirements?
For ACT 152 the client must be Medical Assistance eligible.

Are there fees and how are they determined?
No

Are there other organizations providing similar services?
Relative to ACT 152 services - no.

What is unique about the services you offer?

Name of Organization: Lewis/Line
Contact Person: Jennifer Lauver, Phyllis Boop

Address: 400 Highland Avenue
Lewistown, PA 17044-1198

Phone: 717-242-3033
800-822-3033 TDD
Fax: 717-242-7245
E-Mail:

Type of Service available:
Information and Referral

Status:
non-profit

Funding Sources:
HSDF (Mifflin and Juniata County)

Specific Services Provided:
Outreach visits, information and referral, CD-Rom telephone directory assistance, caregiver list, interpreter list, hospital department information, pastoral services list, lifeline referral, TDD communication, event registration service

What things can your organization not do?
Provide financial assistance (direct). Refer to physicians and dentists accepting new patients or insurances.

How do clients access your services?
Telephone number, TDD number, mail, fax, direct visit.

What are your eligibility requirements?
None

Are there fees and how are they determined?
No

Are there other organizations providing similar services?
Other organizations may provide some information and referral but it is usually specific to their agency or service.

What is unique about the services you offer?
CD-Rom directory assistance, TDD communications, various lists, large database of agencies.

Name of Organization: Lewistown Job Center
Contact Person: Gary Gill, Manager
John Erceg, Supervisor, Employment
Marilyn Fleck, Supervisor, Unemployment Benefits

Address: 21 South Brown Street
Post Office Box 668
Lewistown, PA 17044

Phone: 717-248-7897
Fax: 717-248-3684
E-Mail:

Funding Sources:
Federal

Specific Services Provided:
Unemployment benefits, employment interviewing, job matching and referral, job development, general aptitude testing, labor market information, veterans services, civil service information, computerized self-directed job search (ALEX), Trade Adjustment Assistance (training and benefits for those who lost their jobs because of increased imports).

What things can your organization not do?
We are not welfare - we are an employment/unemployment insurance system.
We do not pay sick or disability pay.
We do not enforce labor laws.

How do clients access your services?
Our services are available without fee to the general public by visiting our office. Usually appointments are not necessary. A job seeker located in an areas serviced by another office can use job match to seek jobs in our area without having to register in our office. We also have a new telephone system called PAT (PA Teleclaims. By calling 717-248-5836, a person can receive information on a wide range of services including unemployment benefits and jobs. This information is available 24 hours per day.
A claimant who is on mail claims and received a PIN number can now check on the status of his/her most recently issued benefits checks, benefit payment history, and account balance by calling between 7:00 AM and 7:00 PM Monday through Friday. PAT may also be used by the claimant to file a biweekly claim.

What are your eligibility requirements?
These are general requirements for unemployment benefits:
    Ready, willing and able to work and registered with the Job Center
    Earned enough wages to be qualified
    Worked for an employer covered by unemployment compensation
    Unemployed through no fault of his/her own
    Are unemployed due to a lock-out
    Served an unpaid waiting week
There are no eligibility requirements to register for work or job matching and referral. We serve unemployed and employed.

Are there fees and how are they determined?
No

Are there other organizations providing similar services?
There are private employment agencies that charge a fee either to the applicant or the employer.
The Area Agency on Aging places older workers in jobs.

What is unique about the services you offer?
We are the only agency to provide unemployment benefits.
We have the largest pool of available workers for businesses.
We have a computerized job matching system.

Name of Organization: Meadows Psychiatric Center
Contact Person: Craig M. Walters
Address: RD #1 Box 259
Centre Hall, PA 16828
Phone: 814-364-2161
Fax: 814-364-9742
E-Mail:

Type of Service available:
Inpatient psychiatric/partial hospital programs/wrap-around

Status:
private
profit

Funding Sources:
Revenue

Specific Services Provided:
Inpatient psychiatric care for children, adolescents, adults. Dual diagnosis (D & A psych.), family therapy. Partial program and wrap-around. Tutorial model education.

What things can your organization not do?
Outpatient mental health. Detox.

How do clients access your services?
Direct call in, via outpatient professionals, via insurance companies/HMO's.

What are your eligibility requirements?

Are there fees and how are they determined?
Yes. Determined on a contracted basis with MA/insurance companies.

Are there other organizations providing similar services?
In Central PA, on 1/2 floor psych. unit at Centre Community Hospital.

What is unique about the services you offer?
Continuum of mental health services.

Name of Organization: Mediation Services of Juniata Valley
Contact Person: Patricia A. Hertzler
Address: RR 1 Box 68
Port Royal, PA 17082
Phone: 717-527-2917
Fax:
E-Mail:

Type of Service available:
mediation

Status:
private

Funding Sources:
Private pay

Specific Services Provided:
Mediation is a step-by-step process in which the parties, with the help of an impartial mediator; fully discuss the issues in dispute. They develop a legally enforceable agreement which is acceptable to both parties and which will serve as a guide for their future interaction.
Types of disputes appropriate for mediation: Divorce -parenting responsibilities, financial issues, division of property. Family Disputes - Care of older family members, inter-generational disputes, medical decisions, financial decisions, step-parent issues. Employer/Employee Disputes - Harassment complaints, discrimination complaints, other personnel issues. Neighborhood Disputes - noise, pets, property lines. School Related Issues. Bill Collection. Landlord/Tenant.

What things can your organization not do?
Give legal advice or offer therapy. Mediation is not appropriate in abusive situations.

How do clients access your services?
By contacting Patricia A. Hertzler.

What are your eligibility requirements?
None

Are there fees and how are they determined?
$75 per hour

Are there other organizations providing similar services?
Not in this area.

What is unique about the services you offer?
This is an alternative to using the court system and enhances the communication skills of the disputants.

Name of Organization: Mid-State Resource Conservation and Development Council

Contact Person: Larry Schardt

Address: 20 Windmill Hill #7
Burnham, PA 17009

Phone: 717-248-4901
Fax: 717-248-4902
E-Mail: las233@psu.edu

Type of Service available:
social
health
financial

Status:
non-profit

Funding Sources:
Grants.

Specific Services Provided:
Work with sponsors to locate resources to complete community projects.

What things can your organization not do?
We do not normally provide funding, we help locate potential sources.

How do clients access your services?
Fill out application.

What are your eligibility requirements?
Community service in areas of economic improvement, community and recreational services, and natural resources.

Are there fees and how are they determined?
No fees.

Are there other organizations providing similar services?
None that our agency is aware of.

What is unique about the services you offer?
We provide a link to move community sponsors into action by providing potential resources.

Name of Organization: Mifflin-Juniata Area Agency on Aging, Inc.
Contact Person: Nancy Laub
Address: PO Box 750
Lewistown, PA 17044
Phone: 717-242-0315 or 800-348-2277
Fax: 717-242-1448
E-Mail: N/A

Type of Service available:
social
health
education
employment
legal
transportation

Status:
private non-profit (charitable organization)

Funding Sources:
Federal, State, Lottery, Local, Donations

Specific Services Provided:
Adult Day Care, APPRISE (Health Insurance Counseling), Attendant Care, Chore, Congregate Meals, Counseling, Domiciliary Care, Family Caregiver Support, Home Delivered Meals, Home Support, Information & Referral, Legal, Level II, Lifeline, Older Worker Employment Services, Ombudsman, Outreach, Personal Care, Protective Services, Senior Community Center Service Transportation (C.A.R.S.), Volunteer Services

What things can your organization not do?
Provide cash assistance, provide services to people under the age of 60 (with few exceptions).

How do clients access your services?
By contacting our agency at (717) 242-0315 or Toll Free 1 (800) 348-2277 and making a referral.

What are your eligibility requirements?
Most programs have an age requirement of 60 and older.

Are there fees and how are they determined?
Adult Day Care - sliding fee scale
Transportation - determined by age and whether the trip is local or rural.

Are there other organizations providing similar services?
Most of our services are unduplicated.

What is unique about the services you offer?
Most are provided without charge to our clients.

Name of Organization: Mifflin County 2000
Contact Person: Jim Oswalt

Address: MCIDC Plaza - Building 50
6288 SR103 North
Lewistown, PA 17044-2128

Phone: 717-242-0393
Fax: 242-1842
E-Mail:

Type of Service available:
education

Status:
public
non-profit

Funding Sources:
Membership dues; special fundraisers

Specific Services Provided:
Support for quality education

What things can your organization not do?
Cannot directly serve the client without school district cooperation.

How do clients access your services?
Basically through the school district.

What are your eligibility requirements?
None.

Are there fees and how are they determined?
None

Are there other organizations providing similar services?
Yes and collaboration is needed.

What is unique about the services you offer?
We offer the potential to assemble a community-based array of education stakeholders.

Name of Organization: Mifflin County Assistance Office
Contact Person:

Address: 1125 Riverside Drive
Lewistown, PA 17044

Phone: 717-248-6746
Fax: 717-242-6099
E-Mail:

Type of Service available:
social

Status:
public

Funding Sources:

Specific Services Provided:

Cash, medical, food stamps, energy assistance

What things can your organization not do?

How do clients access your services?

By filing an application.

What are your eligibility requirements?

Are there fees and how are they determined?

Are there other organizations providing similar services?

What is unique about the services you offer?

Name of Organization: Mifflin County Domestic Relations
Contact Person: Larry Wolfe

Address: PO Box 206
Lewistown, PA 17044

Phone: 717-248-3955
Fax: 717-248-0666
E-Mail:

Type of Service available:
Child and spousal support

Status:
county related
state related

Funding Sources:
Federal funneled through state.

Specific Services Provided:
Child support, spousal support.

What things can your organization not do?
Custody or visitation.

How do clients access your services?
Call, write or walk in.

What are your eligibility requirements?
Be a custodial parent or guidance with an absent parent.

Are there fees and how are they determined?
Services are provided free of charge.

Are there other organizations providing similar services?
No.

What is unique about the services you offer?

Name of Organization: Mifflin County Head Start/Early Start
(S.U.M. Child Development)

Contact Person: Cathy Dysinger

Address: PO Box 1234
115 West Water Street
Lewistown, PA 17044

Phone: 717-242-3032
Fax: 717-248-3529
E-Mail:

Type of Service available:
education

Status:
private
non-profit

Funding Sources:
Federal - Office of Health and Human Services

Specific Services Provided:
Child Development program for children Ages 3-5 (Head Start) and pregnant mothers and children birth - 3 years (Early Start)

What things can your organization not do?
We are able to serve only 10% above-income families.

How do clients access your services?
Self-referral or through agencies.

What are your eligibility requirements?
Federal Poverty Income Guidelines.

Are there fees and how are they determined?
No fee for service.

Are there other organizations providing similar services?
No.

What is unique about the services you offer?
Comprehensive services to children and their families: education, health, social service, parent involvement, nutrition.

Name of Organization:	Mifflin County Human Service Department		
Contact Person:	Ray Confer		
Address:	Mifflin County Courthouse 20 North Wayne Street Lewistown, PA 17044	**Phone:**	717-248-6733
		Fax:	717-248-3695
		E-Mail:	

Type of Services available:
Human Services

Status:
county related
state related

Funding Sources:
Human Services Development Fund, Community Service Block Grant, F.E.M.A.

Specific Services Provided:
Subcontract to social service agencies.

What things can your organization not do?
Give direct aid to clients.

How do clients access your services?
They are served through subcontractors.

What are your eligibility requirements?
Vary, mostly based on Federal Poverty Level Guidelines.

Are there fees and how are they determined?
No

Are there other organizations providing similar services?
No

What is unique about the services you offer?
We do not provide services directly - only through subcontractors.

Name of Organization: Mifflin County Library
Literacy Program
Contact Person: Cathy A. Forsythe
Address: 123 North Wayne Street
Lewistown, PA 17044
Phone: 717-242-2391
Fax: 717-242-2825
E-Mail:

Type of Service available:
education

Status:
non-profit

Funding Sources:
PA Department of Education - ACT 143 Grant, Federal 322 Grant, Mifflin County Library, and donations.

Specific Services Provided:
One-on-one tutoring for any adult in Mifflin County (16 years old or older) wanting to improve reading, writing, and survival skills and help adults who need to learn English as a Second Language (ESL).

What things can your organization not do?

How do clients access your services?
Word of mouth, referrals from other agencies. Call the library themselves.

What are your eligibility requirements?
Resident of Mifflin County, 16 years old or older not attending a regular school, reading skills at or below the 5th grade reading level.

Are there fees and how are they determined?
No fee.

Are there other organizations providing similar services?
Yes, the Adult Education and Job Training Center provides similar services for adults with a higher level of reading skills.

What is unique about the services you offer?
The program is almost completely staffed with volunteers who help with tutor training, clerical work and of course tutoring adult learners. There is only one paid staff person.

Name of Organization: Mifflin County School District
Pre-School Action Committee

Contact Person: Daniel McClenahen

Address: Armagh Elementary
East Broad Street
Milroy, PA 17063

Phone: 717-667-2153
Fax: (IVMS) 717-667-6608

E-Mail:

Type of Services:
education

Status:
public

Funding Sources:
Local, State, Federal

Specific Services Provided:

What things can your organization not do?

How do clients access your services?

Contact the elementary principal in the area of Mr. J. Stanley Stuck at the Mifflin County School District Administration Building.

What are your eligibility requirements?

Are there fees and how are they determined?

No fees for students living within the school district

Are there other organizations providing similar services?

What is unique about the services you offer?

Name of Organization: PA Office of Vocational Rehabilitation
Contact Person: Russ Rager and William Fox

Address: 2971-B N 7th Street
Harrisburg, PA 17110

Phone: 800-442-6352
717-787-7834, 717-436-8991
Fax:
E-Mail:

Type of Services available:
employment, medical evaluations, training, placement

Status:
state related

Funding Sources:
State/Federal

Specific Services Provided:
Evaluations, counseling, physical restoration, training, job placement

What things can your organization not do?
Assist with housing, domestic problems, financial aid

How do clients access your services?
Contact with an OVR counselor

What are your eligibility requirements?
Presence of a severe disability that interfere with employment

Are there fees and how are they determined?
No fees - services are based upon income

Are there other organizations providing similar services?
Yes

What is unique about the services you offer?
Our only clients are persons with disabilities

Name of Organization: Parent-to-Parent
Contact Person: Joey Heroux

Address: PO Box 267
Lewistown, PA 17044

Phone: 717-248-3755
800-248-0660
Fax:
E-Mail: JRHeroux@aol.com

Type of Service available:
parent mentors/resource library

Status:
non-profit
state related

Funding Sources:
Mifflin-Juniata Inter-Agency Coordinating Council, Department of Health, Division of Special Needs mini-grant

Specific Services Provided:
Mentor parent services
Resource library

What things can your organization not do?
We do not have any financial aid for parents.
We do not give medical advice.

How do clients access your services?

Call our office.
Referrals from physicians or other agencies

What are your eligibility requirements?
Parent or family member of special needs child.

Are there fees and how are they determined?
None

Are there other organizations providing similar services?
None in Mifflin or Juniata County

What is unique about the services you offer?
One-on-one matches with other parents whose child has similar problems.

Name of Organization: Penn State Cooperative Extension
Contact Person: David Filson

Address:
Mifflin County Courthouse
20 North Wayne Street
Lewistown, PA 17044

Phone: 717-248-9618

Fax: 717-242-5462
E-Mail:

Type of Services:
education
Status:
public
non-profit
county related
state related

Funding Sources:
County, state, federal.

Specific Services Provided:
Educational research based information in youth development, agriculture, family living and community development.

What things can your organization not do?
Provide funding

How do clients access your services?
Call office or visit.

What are your eligibility requirements?
None

Are there fees and how are they determined?
No fees except to cover costs of materials, speakers, or meeting room.

Are there other organizations providing similar services?
No

What is unique about the services you offer?
Research based, community based, national access to other universities, no fee for service. Quick access to timely information when needed.

Name of Organization: Skills of Central PA Inc.
Contact Person: Sallyann Carney

Address:
Skills Adult Training Facility
225 North Main Street
Mifflintown, PA 17059
Phone: 717-436-2101

or

Skills
45 Industrial Park Road
Lewistown, PA 17044
717-242-0313
Fax:
E-Mail:

Type of Service available:
human services

Status:
non-profit

Funding Sources:
MH/MR, HSDF, OVR and various other miscellaneous funding sources

Specific Services Provided:
Adult Training Services, Residential Services, Vocational Training, Therapeutic Staff Support, Supported Employment, Behavioral Health Services

What things can your organization not do:
We cannot professionally serve someone unless they have a documented disability.

How do clients access your services?
Referral through MH/MR. Services are also purchased by OVR and blindness and visual services. Services can also be self purchased.

What are your eligibility requirements?
Funding source determines that.

Are there fees and how are they determined?
Funding source determines that.

Are there other organizations providing similar services?
Yes

What is unique about the services you offer?
We are established in the community; more services under one management, therefore more coordinated; the staff. Our Mission Statement, which we live by our values which we are committed to: empowerment, quality, learning, integrity, partnership.

Name of Organization: Social Security Administration
Contact Person: Joette Mateer

Address: 21 South Brown Street
2nd Floor
Lewistown, PA 17044

Phone: 717-242-1431

Fax: 717-242-9569
E-Mail:

Type of Service available:
social - insurance

Status:
public

Funding Sources:
Federal taxes

Specific Services Provided:
Process claims for retirement, disability, survivor and medicare benefits and SSI payments.

What things can your organization not do?

How do clients access your services?
800#, direct phone, walk-in

What are your eligibility requirements?
varies

Are there fees and how are they determined?
N/A

Are there other organizations providing similar services?

What is unique about the services you offer?

Name of Organization: SUM Child Development - Early Start
Contact Person:

Address:
102 Taylor Drive
Reedsville, PA 17084

Phone: 717-667-6680
or 667-9197
Fax:
E-Mail:

Type of Service available:
social
health
parent training

Status:
non-profit

Funding Sources:
Mostly federal.

Specific Services Provided:
Family Days - 2 per month. Support, guidance in parenting. Home visits - 2 hours per week. A referral agency as needed and appropriate.

What things can your organization not do?
Funding.

How do clients access your services?
Referrals from other agencies, friends, etc.

What are your eligibility requirements?
Income Guidelines.

Are there fees and how are they determined?
No.

Are there other organizations providing similar services?
Even Start

What is unique about the services you offer?
Working with parents and children together. Family oriented. Center days and home visits.

Name of Organization: Sun Home Health Services, Inc.
Contact Person: Ann Kanagy
Address: 2 Hudson Avenue
Juniata Terrace
Lewistown, PA 17044
Phone: 717-248-3336 or
1-800-541-9223
Fax: 717-248-0488
E-Mail:

Type of Service available:
health

Status:
private
non-profit

Funding Sources:
Medicare, Medicaid, third-party payments by Blue Cross Commercial Insurance Plan, Veterans Administration, Fee for service (based on ability to pay)

Specific Services Provided:
Home Health: Skilled nursing, occupational therapy, physical therapy, speech therapy. Sun Home Hospice: Home Health Aide, Medical Social Services. Support Services: Private duty, attendant, homemaker, technical. Lifestyle Management Clinic. Worksite Wellness.

What things can your organization not do?
Sun Home Health cannot provide skilled nursing service without a doctor's order.

How do clients access your services?
Referrals come to Sun Home from: community agencies, nursing homes, doctor's office, hospital social services, family members

What are your eligibility requirements?
Sun Home needs to have doctor's orders for skills services, appropriate payor source or willingness to complete a fee-=based sliding fee scale.

Are there fees and how are they determined?
Sun Home accepts the above-stated payors.

Are there other organizations providing similar services?
Yes

What is unique about the services you offer?
-Sun Home provides 24 hour services with a Sun employee answering the phone 24 hours/day and a nurse on-call at all times.
-Sun's support services department is unique in that it provides services which do not require a doctor's order.
-Preventive care is emphasized at Sun with Life Style Management Clinic

Name of Organization: The Abuse Network
Contact Person: Jane Hollister
Address: PO Box 268
Lewistown, PA 17044
Phone: 717-242-0715 (Mifflin Co.)
717-436-2402 (Juniata Co.)
24 Hour Hotline (717-242-2444)
Fax:
E-Mail: N/A

Type of Service available:
social
legal

Status:
private
non-profit

Funding Sources:
Federal Emergency Management Agency, PA Coalition Against Rape, PA Commission on Crime and Delinquency; Mifflin/Juniata United Way, PA Coalition Against Domestic Violence.

Specific Services Provided:
24 Hour Hotline, One-on-One Empowerment Counseling, Support Groups, Emergency Shelter, Accompaniment, Advocacy, Legal Advocacy, Community Awareness and Training.

What things can your organization not do?
Give advice, abuser counseling, provide financial assistance, therapy.

How do clients access your services?
Call or walk-in.

What are your eligibility requirements?
Victim of domestic violence or sexual assault, people concerned about a victim.

Are there fees and how are they determined?
No fees.

Are there other organizations providing similar services?
No.

What is unique about the services you offer?
Working with individual from an empowerment perspective.

Name of Organization: Transition Coordinating Council
Contact Person: Carole Hite Welch
Address: Mifflin County School District
Special Education Office
Lewistown, PA 17044

Phone: 717-248-0145 or 717-242-5801
Fax: 717-248-7950
E-Mail:

Type of Service available:
education
employment as an indirect service

Status:
public
non-profit
state mandated

Funding Sources:
In-kind services by members

Specific Services Provided:
Preparation for adult life. The Transition Coordinating Council is to be composed of eligible students, parents of students with disabilities, service providers, local government officials, and educators. Council planning is intended to: Raise expectations for students with disabilities to help hem achieve maximum potential, personal satisfaction, and financial security. Recommend the design of service delivery systems and use of best practices that lead to successful outcomes. Promote interagency collaboration among state and local agencies and providers. Serve as forum for the public to address issues and concern. Provide information for families and other individuals about transition services and programs.

What things can your organization not do?
Find people jobs.

How do clients access your services?
Come to the quarterly meetings; contact participating agencies.

What are your eligibility requirements?
Anyone is invited (encouraged to attend if they are interested).

Are there fees and how are they determined?
No fees.

Are there other organizations providing similar services?
No. This is to coordinate transition from school to community services by all providers.

What is unique about the services you offer?
Four quarterly public meetings under the Sunshine Act.

Name of Organization: Tuscarora Intermediate Unit
Contact Person: See below

Address: 2527 US Highway 522 South
McVeytown, PA 17051-9717

Phone: 814-542-2501
717-899-7143
Fax: 814-542-2569
E-Mail:

Type of Service available:
education

Status:
public
non-profit

Funding Sources:
Federal, state, contractual.

Specific Services Provided:
ACCESS PA Library Consortium: Jacqueline Vocke
Administration: Anthony Labriola
Adult Education Programs: Carol Molek (Phone: 717-248-4942; Fax: 717-248-8610
Assessment: Thomas Giles
Assistive Technology SSI Consultant: Nanette Rodgers
Behavior Management SSI Consultants: Sam Skipper
Blind & Visually Impaired Support: Sandra Miller
Buildings & Maintenance: Richard Daubert
Business Office: Management - Richard Daubert
Fiscal Support - Jeff Ammerman
Payroll/Benefits - Rosalie Freed
P.O.'s/Travel & Tuition: Reimbursement/Inventory - Janet Pecht
State & Federal Contract Billings - Kathleen Litzinger
Computer Repair: Melinda Reed
Computer Software & Laserdisc Library: Melinda Reed
Cooperative Purchasing: Richard Daubert
CPR Mannequins: Sharon Aurand
Curriculum Development: Thomas Giles
Deaf & Hearing Impaired Support: Diane Galbraith
Distance Learning/Videoconferencing: Tony Payne
Drug Free Schools: Ken Calkin/Janet Storm
Early Intervention SSI Consultant: Gail Storch
Early Intervention Classrooms/Itinerants: Sandra Miller
Educational Technology/ITEC: Computer Lab Workshops - Tony Payne
Emotional Support Program: Jacqueline Vocke
Equal Rights and Opportunity Info: Richard Daubert
Family Focused Early Intervention System: Danielle Houser
Film/Video/Laser Disc Booking: Sharon Aurand

GATEWAYS SSI Consultant: Mamie Carlson
GED Classes & Testing: Carol Molek (Phone: 717-248-4942; Fax: 717-248-8610)
Goals 2000: Thomas Giles
Governor's Schools: Kathy Stimely
Huntingdon County School Insurance Trust: Richard Daubert
Instructional Support Tea SSI Consultants: Sam Skipper
Instructional Technology & Media Services: Jacqueline Vocke
Interagency Coordinators: Patricia Thomas, George Sarra
Internet: Tony Payne
JTPA Programs: Adele Craig (Phone: 717-248-4942; Fax: 717-248-8610)
Laminating: Sharon Aurand
Lead Teacher Program: Thomas Giles
Learning Support Program: Jacqueline Vocke
Legislative Information: Anthony F. Labriola
Make It - Take It Workshops: Ken Calkin
Math & Science Grant/Workshops: Ken Calkin
Medical Access Program: Jacqueline Vocke
Microfilming: Sharon Aurand
Nonpublic School Services: Ken Calkin
Outcome-Based Education: Thomas Giles
PA Framework: Thomas Giles
PDE In-service Courses: Thomas Giles, Bonita Norris
Penn Data/Child Accounting: Kathy Stimely
Penn*Link: Susan Harry
Personnel (Office): Richard Daubert
Personnel (Professional): Anthony Labriola
Physical Therapy: Sandra Miller
Prep for Adult Life SSI Consultant: Mamie Carlson
PRISE: Kathy Stimely
Professional Development: Thomas Giles
Psychological Services: Jacqueline Vocke
Public Relations: Sandra Cramer
Right to Education Task Force: Jacqueline Vocke
Right to Know Information: Richard Daubert
RISE: Thomas Giles
School Bus Driver Education: Sandra Cramer
School Evaluations: Thomas Giles
Special Education Administration: Jacqueline Vocke
Special Education Transportation: Sandra Cramer
Speech and Language Support: Diane Galbraith
Strategic Planning: Thomas Giles, Ken Calkin
Student Forum: Ken Calkin
Teacher Certification: Mary Hancock
Teenage Pregnancy & Parenting: Janet Storm
Teleconferences: Susan Harry
Trough Creek Youth Forestry Camp: Ronald Bargiel (Phone: 814-658-3492; Fax: 814-658-3121
Van Delivery Services: Richard Daubert

What things can your organization not do?
Can not regulate school districts (i.e. non-regulatory)

How do clients access your services?
Through program operators

What are your eligibility requirements?
Able to partake of educational service.

Are there fees and how are they determined?
Yes, actual cost.

Are there other organizations providing similar services?
No.

What is unique about the services you offer?
Tailored to local needs.

Name of Organization: United Way of Mifflin/Juniata
Contact Person: Lois A. Grose, Executive Director
Address: 13 East Third Street
Lewistown, PA 17044
Phone: 717-248-9636

Fax: 717-248-5648

E-Mail:

Type of Services:
social service

Status:
non-profit

Funding Sources:
Private donations
Special events

Specific Services Provided:
Act as principal funder for 19 member agencies
Execute annual campaign drive for funding
Act as liaison for Rapid Response/Dislocated Workers Unit

What things can your organization not do?
Cannot give money to individuals who need assistance. Funds go directly to member agencies who provide the services.

How do clients access your services?
Through our member agencies.

What are your eligibility requirements?
Agencies can be eligible for funding only through application process.

Are there fees and how are they determined?
N/A

Are there other organizations providing similar services?
N/A

What is unique about the services you offer?

Correspondence used in Cross Training Planning

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

10/4/95

Dear Community Partner,

Thanks very much for attending our 9/29 meeting of the Community Partnerships Project. We were extremely pleased with the turnout and the participation of everyone there. With your continued input I'm sure we will easily meet our goals for the year.

As a follow-up I'm including a compilation of our focus group activities for your review. As you'll see I've left some blank space for you to add items in each category of discussion. Please call me or write with any further thoughts you have.

After we attend the PA 2000 Community Planning Meeting this week we'll be sending you additional information on our training schedule. Again, our thanks for your time and interest in this project.

Sincerely,

Carol Molek
Community Partnerships Director

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

10/4/95

Dear Community Partner,

At our 9/29 meeting of the Community Partnerships Project you were recognized as a stakeholder in issues we are addressing through this project. Our Community Partnership project will provide cross-training among service providers in our area, develop a community planning mechanism, and design a community education event.

At our first meeting, we were extremely pleased with the turnout and the participation of everyone there. With this group's continued input I'm sure we will easily meet our goals for the year.

I'm sending along the handouts distributed at the meeting for your information. Also, as a follow-up of the meeting I'm including a compilation of our focus group activities for your review. As you'll see I've left some blank space for you to add items in each category of discussion. Please call me or write with any further thoughts or questions you may have.

After we attend the PA 2000 Community Planning Meeting this week we'll be sending you additional information on our training schedule. We hope you'll be able to join us for the future training events. I'm sure you'll find them worthwhile.

Thanks for your time and interest in this project.

Sincerely,

Carol Molek
Community Partnerships Director

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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

10/4/95

Dear Community Partner,

We were sorry you were not able to attend our 9/29 meeting of the Community Partnerships Project. We were extremely pleased with the turnout and the participation of everyone there. With this group's continued input I'm sure we will easily meet our goals for the year.

I'm sending along the handouts distributed at the meeting for your information. Also, as a follow-up of the meeting I'm including a compilation of our focus group activities for your review. As you'll see I've left some blank space for you to add items in each category of discussion. Please call me or write with any further thoughts or questions you may have.

After we attend the PA 2000 Community Planning Meeting this week we'll be sending you additional information on our training schedule. We hope you'll be able to join us for the future training events. I'm sure you'll find them worthwhile.

Thanks for your time and interest in this project.

Sincerely,

Carol

Carol Molek
Community Partnerships Director

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX
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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

10/16/95

to: Community Partners
from: Carol Molek Carol

Enclosed please find a tentative training plan developed from your input at our meeting 9/29/95. We have divided the cross-training sessions under the following headings and dates:

SOCIAL ISSUES	**10/27/95**
FAMILIES & LEGAL ISSUES	**12/8/95**
EDUCATION ISSUES	**1/12/96**
HEALTH CARE ISSUES	**2/16/96**
EMPLOYMENT ISSUES	**4/12/96**

Please note change of original dates!

Under each issue we have listed those on our community partner list that we thought would like to make a presentation to the group. If you see your name listed under an issue, please plan about a ten minute presentation. We will notify you how many people we expect to attend. Please have enough brochures, handouts, etc. ready for us to include in our notebooks. Your presentation should include the pertinent information about services available from you for our mutual clients.

If your name does not appear under an issue but you'd like to be one of our presenters, please call me. Likewise, if your name appears and you do not wish to present, or if you wish to present under another category, or will be having someone else from your organization present, call me.

Everyone is encouraged to attend each cross-training and may bring staff along also. Please call us for each event with the number attending by Monday of the cross-training week.

We're excited to have this aspect of the Community Partners project organized. Next, we will be working on the community planning aspect of the project and our spring community-wide planning event. We'll be in touch as these plans develop.

We look forward to seeing you on Friday, October 27 at 1 p.m. at the Adult Center. Thank you for participating in our project.

MCIDC Plaza ◆ One Belle Avenue ◆ Building 58 ◆ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency

ADULT EDUCATION
& JOB TRAINING
CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

11/15/95

Dear Cross-Training Presenter,

You are scheduled to be a presenter at our Community Cross-Training event: FAMILIES AND LEGAL ISSUES on Friday, December 8, from 1-4 pm, at the Area Agency on Aging social room (park in front or rear).
In response to our evaluations from the first cross-training we would suggest the following to you when planning your presentation:

- limit your time to 7 minutes, allowing time for questions. We have 14 presenters scheduled for the day so it will be extra important to stay within the times allotted.
- your content should include a description of what services you can provide, but should also note any limitations in service you feel you have. By discussing what we can not provide as well as what we can perhaps areas of natural collaboration will become evident.
- please get your handouts to us (at the Adult Center) by 12/6/95. We will then have them available during the registration period on Friday. Please collate your materials so we have assembled packets from your agency. The passing of materials done at the first cross-training was very distracting and we will not be doing that at our next event. We had 60 people attend the last cross-training so that would be your planning number.

Thank you for participating in our training. If you have any questions please contact me at our office. We look forward to your presentation on 12/8/95.

Sincerely,

Carol Molek
Adult Education Director

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ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

11/15/95

Dear Community Partner,

In addition to our cross-training events, the Community Partnership Project will hold 3 community planning meetings this year.
The first meeting is:
Monday, December 11, 1995
1-3 pm
Adult Education and Job Training Center

We will further consider the issues and resources that impact on our clients as discussed at our organizational meeting. The meeting will essentially plan the plan. The agenda for the meeting will be to set goals for the process and develop planning strategies.

Please plan to join us at the meeting at our Center and call Ginger to RSVP (248-4942) or call me with any questions you may have.

Thank you for your participation.

Sincerely,

Carol Molek
Adult Education Director

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ADULT EDUCATION & JOB TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services [illegible]ctor

CAROL MOLEK
Adult Education Director

11/16/95

Dear Community Partner,

Our next Community Cross-Training event is
Friday, December 8
1:00-4:00 pm
Area Agency on Aging
(park in front or rear of building)
Topic for the training is FAMILIES AND LEGAL ISSUES.
The agenda will be:

1:00-1:15 registration
1:15-2:30 presenters
Karen Goss, MC Children and Youth
Jane Beightol, MC Extension
Trudy Hartzler, Big Brothers/Big Sisters
Mary Ann Demi, MC Child Development
Cathy Dysinger, MC Head Start
Kathy Elliot, Child Care Choices
Helen Guisler, Even Start
2:30-2:45 break
2:45-4:00 presenters
Joey Heroux, Parent to Parent
Becky Wagner, Probation
Larry Wolfe, Domestic Relations
Jane Hollister, MC Abuse Network
Mike Britt, Police Services
Susan Mihalic, Keystone Legal Services
Kathy Graham, Area Agency on Aging

As you can see we have an ambitious agenda. We have carefully considered all your comments from the first training and in response we have made the following changes:

- built in more networking time
- moved to larger facility
- requested presenters to discuss limitations as well as what services they do provide
- eliminated handout passing during presentations

Your feedback was greatly appreciated. Thank you for your time in completing the evaluations.
We look forward to seeing you December 8!

Sincerely,

Carol Molek

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ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

12/6/95

Dear MC 2000 Goal 5 Members,

In an effort to reduce the many meetings we attend, we'd like to combine our Goal Team 5 activities with the currently running Community Partnership meetings. Most of you have been involved in this project already and have expressed to me the logic in this combination. So, for the rest of this year, we will combine these activities; after June we will re-group our Goal Team to create a new plan.

As Goal Team 5 members we ask you to attend our community planning meeting on Monday, December 11, at our Center. At this time we will be focusing on the community collaboration aspect of our Partnership project. Please see the enclosures concerning the project and call me with any questions you may have. I look forward to having you with us on December 11.

Sincerely,

Carol Molek
Director

P.S. Bookwinkle is being used in many family literacy activities! Look for our Bookwinklemobile in the Christmas parade!

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment
Training Director

HELEN GUISLER
Counseling Services
[illegible]ector

CAROL MOLEK
Adult Education
Director

12/21/95

Dear Cross-Training Presenter,

You are scheduled to be a presenter at our Community Cross-Training event: EDUCATION ISSUES on Friday, January 12, 1996 from 1-4 pm, at the Area Agency on Aging social room (park in front or rear).
In response to our evaluations from the previous cross-trainings we would suggest the following to you when planning your presentation:

- limit your time to 7 minutes, alllowing time for questions. We have 11 presenters scheduled for the day so it will be extra important to stay within the times allotted.
- your content should include a description of what services you can provide, but should also note any limitations in service you feel you have. By discussing what we can not provide as well as what we can perhaps areas of natural collaboration will become evident.
- please get your handouts to us (at the Adult Center) by 1/9/96. We will then have them available during the registration period on Friday. Please collate your materials so we have assembled packets from your agency. We had 70 people attend the last cross-training so that would be your planning number.

Thank you for participating in our training. If you have any questions please contact me at our office. We look forward to your presentation on 1/12/96.

Sincerely,

Carol
Carol Molek
Adult Education Director

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

12/22/956

Dear Community Partner,

Our next Community Cross-Training event is
Friday, January 12, 1996
1:00-4:00 pm
Area Agency on Aging
(park in front or rear of building)
Topic for the training is EDUCATION ISSUES.
The agenda will be:

1:00-1:15	registration
1:15-2:30	presenters
2:30-2:45	break
2:45-4:00	presenters

We ask that you bring back your evaluation from the last cross-training. We need these evaluations for future training plans and to report back to the Department of Education. To date we have received very few evaluations from the Families and Legal Issues session in December. Your feedback is greatly appreciated. Thank you for your time in completing the evaluations.

Please also return the agency profile sheet you received last time. We will use this to produce a booklet of agency descriptions for those participating in the Cross-training project.

We have an full agenda and look forward to seeing you January 12. Happy New Year!

Sincerely,

Carol Molek

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ADELE CRAIG
Employment
Training Director

HELEN GUISLER
Counseling Services
Director

CAROL MOLEK
Adult Education
Director

January 16, 1996

Community Cross Training Meeting Rescheduled for:

Friday, January 26, 1996
1:00 - 4:00 PM
at
Area Agency on Aging
(park in front or rear of building)

Topic: Education Issues

Looking forward to seeing you!!

If you have any questions please call 248-4942

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ADULT EDUCATION
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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

ROL MOLEK
Adult Education Director

1/22/96

Greg Grose
VP
Marketing and Community Relations
Lewistown Hospital
400 Highland Avenue
Lewistown, Pa 17044

Dear Greg,

Thanks for coming to our Center today and meeting with Adele and me. We're excited about the hospital's plans to conduct a comprehensive needs assessment and implement a community plan. As we discussed, we feel strongly that you will be supported in your efforts. The need for community planning has been expressed to us over and over again and we've been quite frustrated at not being able to take this project on ourselves.

We'll look forward to collaborating with you on your project. Towards that end we are enclosing: 1) our list of participants of our cross-training project and 2) our list of participants of our community planning meetings.

In order to coordinate our projects we will 1) write to our community planning group about your project as soon as we receive your copy; 2) schedule you to address this community planning group (on 2/12 @ 1pm at our Center) in order to consolidate this committee's plans with your project's; 3) schedule you to present to the larger cross-training audience on 2/16 @ 1pm at the Area Agency on Aging.

Thanks again for involving us in your project.

Sincerely,

Carol Molek
Director

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

2/1/96

Dear Cross-Training Presenter,

You are scheduled to be a presenter at our Community Cross-Training event: HEALTH CARE ISSUES on Friday, February 16, from 1-4 pm, at the Area Agency on Aging social room (park in front or rear).

In response to our evaluations that we have received we would suggest the following to you when planning your presentation:

- limit your time to 3-5 minutes, alllowing time for questions. We have 17 presenters scheduled for the day so it will be extra important to stay within the times allotted.
- your content should include a description of what services you can provide, but should also note any limitations in service you feel you have. By discussing what we can not provide as well as what we can perhaps areas of natural collaboration will become evident.
- please get your handouts to us (at the Adult Center) by 2/13/96. We will then have them available during the registration period on Friday. Please collate your materials so we have assembled packets from your agency. You should plan for 60 people.

Thank you for participating in our training. If you have any questions please contact me at our office. We look forward to your presentation on 2/16/96.

Sincerely,

Carol

Carol Molek
Adult Education Director

ADULT EDUCATION
& JOB TRAINING
CENTER

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Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

2/1/96

Dear Community Partner,

Our next Community Cross-Training event is
Friday, February 16, 1996
1:00-4:00 pm
Area Agency on Aging
(park in front or rear of building)
Topic for the training is HEALTH CARE ISSUES.
The agenda will be:

1:00-1:15	registration
1:15-2:30	presenters
2:30-2:45	break
2:45-4:00	presenters

If you did not turn your evaluation in at the last meeting we ask that you bring it along to this meeting. We need these evaluations for future training plans and to report back to the Department of Education. Your feedback is greatly appreciated. Thank you for your time in completing the evaluations.

Please also return the agency profile sheet if you have not already done so. We will use this to produce a booklet of agency descriptions for those participating in the Cross-training project.

We have a full agenda and look forward to seeing you February 16.

Sincerely,

Carol

Carol Molek
Adult Education Director

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ADELE CRAIG
Employment
Training Director

HELEN GUISLER
nseling Services
ector

CAROL MOLEK
Adult Education
Director

2/5/96

to: Community Planning Committee
Cross-Training Project

from: Carol Molek

re: **Meeting**
Monday, 2/12/96
1 pm
Adult Center

As you recall from our meeting of 12/11, we discussed various approaches to address issues in our community through this planning committee. It was decided that, initially, we should focus on only one issue. This issue was the employment situation in our community. Our goal was to meet again this month to further discuss the issue, hopefully with business and industry representatives attending, and to develop plans for a community forum.

In the meantime, Greg Grose, Vice President for Marketing and Community Relations of Lewistown Hospital, has contacted me about a needs assessment and survey being done by the hospital with a community plan being the outcome. The plan will, of course, be focused on health needs of the community but will embrace a very broad perspective and definition of these needs. This project is well funded and will be professionally conducted. It seems that much of what our Community Planning Committee was hoping to achieve will be accomplished in the hospital's project.

I've asked Greg to address our meeting on 2/12 so that we may consider the possibility of working very closely together and not duplicate efforts. In light of this presentation and discussion we can decide what direction our group should take.
Thanks for your participation. I look forward to seeing you next Monday.

ADULT & JOB EDUCATION TRAINING CENTER

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ADELE CRAIG
Employment
Training Director

HELEN GUISLER
[illegible]unseling Services
[illegible]ector

CAROL MOLEK
Adult Education
Director

3/25/96

Dear Community Partner,

Our next Community Cross-Training event is
Friday, April 12, 1996
1:00-4:00 pm
Area Agency on Aging
(park in front or rear of building)

Topic for the training is EMPLOYMENT ISSUES.
The agenda will be:

1:00-1:15	registration
1:15-2:30	presenters
2:30-2:45	break
2:45-4:00	presenters

If you did not turn your evaluation in at the last meeting we ask that you bring it along to this meeting. We need these evaluations for future training plans and to report back to the Department of Education. Your feedback is greatly appreciated. Thank you for your time in completing the evaluations.

Please also return the agency profile sheet if you have not already done so. We will use this to produce a booklet of agency descriptions for those participating in the Cross-training project.

We have a full agenda and look forward to seeing you April 12.

Sincerely,

Carol Molek
Adult Education Director

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services [illegible]ector

CAROL MOLEK
Adult Education Director

3/28/96

Dear Cross-Training Presenter,

You are scheduled to be a presenter at our Community Cross-Training event: EMPLOYMENT ISSUES on Friday, April 12, from 1-4 pm, at the Area Agency on Aging social room (park in front or rear).

In response to our evaluations that we have received we would suggest the following to you when planning your presentation:

- limit your time to 10 minutes, allowing time for questions. We have 8 presenters scheduled for the day so it will be important to stay within the times allotted.
- your content should include a description of what services you can provide, but should also note any limitations in service you feel you have. By discussing what we can not provide as well as what we can perhaps areas of natural collaboration will become evident.
- please get your handouts to us (at the Adult Center) by 4/8/96. We will then have them available during the registration period on Friday. Please collate your materials so we have assembled packets from your agency. You should plan for 60 people.

Thank you for participating in our training. If you have any questions please contact me at our office. We look forward to your presentation on 4/12/96.

Sincerely,

Carol Molek
Adult Education Director

ADULT & JOB EDUCATION TRAINING CENTER

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Training Director

HELEN GUISLER
Counseling Services
[illegible]ector

CAROL MOLEK
Adult Education
Director

TO: Community Cross-Training Partners
FROM: Carol Molek, Adult Education Director
DATE: May 30, 1996
RE: Final Evaluation

Enclosed please find a final evaluation for our 353 Project "Community Cross-Training Partnerships." We would like you to please complete this form and return it to us by Friday, June 7 (envelope enclosed). This information will then be included in our final report.

Thank you for your support and cooperation in this project. We hope to be able to continue our efforts of collaboration in the community. If you have any questions please call me.

TIU 11 is an equal rights and opportunities educational service agency.

Cross Training Agendas

COMMUNITY PARTNERSHIPS
PLANNING MEETING

Friday, September 29,1995
1:00 pm
Adult Education & Job Training Center

AGENDA

Introductions

Explanation of the Project/Structure in proposal

Community Needs & Resources
    Cross-Training
    Services

Outcomes of Project
    Identification of Community Needs
    Development of Collaborations

Identifying New Partners

Schedule for Future Meetings/Training

Meetings:	12/8/95	1 pm
	3/8/96	1 pm
	5/10/95	1pm
Cross-training sessions:	10/20/95	1pm
	11/17/95	1 pm
	1/19/96	1 pm
	2/16/96	1 pm
	4/12/96	1 pm
Community Event:	5/11/96	10 am-2 pm

COMMUNITY PARTNERSHIPS
PLANNING MEETING

Friday, September 29,1995
1:00 pm
Adult Education & Job Training Center

AGENDA

Introductions

Explanation of the Project/Structure in proposal

Community Needs & Resources
- Cross-Training
- Services

Outcomes of Project
- Identification of Community Needs
- Development of Collaborations

Identifying New Partners

Schedule for Future Meetings/Training

Meetings 1 pm:	12/8/95
	3/8/96
	5/10/95
Cross-training sessions:	10/20/95
	11/17/95
	1/19/96
	2/16/96
	4/12/96
Community Event:	5/11/96 10 am-2 pm

Community Partnerships

Reflecting our work in identifying our community's needs and resources the following cross-training plan was made. Please get back to us with any suggestions for changes and to register for the events. The trainings will be held at our Center from 1-3 pm on each day noted.

SOCIAL ISSUES

FRIDAY, 10/27/95

Presenters:

Phyllis Boop/Jennifer Lauver: Lewisline
Ray Confer: Mifflin County Human Services
Kim Crone/Sarah Drayer: Lewistown Hospital Social Services
Barb Druckenmiller: Mifflin County Assistance Office
Wilda Fisher: Shelter Services
Lois Grose: United Way
Nancy Laub/Renee Long: Area Agency on Aging
Cindy Mattern/Peg Birch/Sharon Thomas: Mifflin County Housing Authority
Eddie Purvis: Salvation Army
Barbara Woodruff: CASSP
Tonya Hoffman: Drug Free School
Allen Auman: Lumina Center

FAMILIES AND LEGAL ISSUES

Friday, 12/8/95

Presenters:

Karen Goss/Anna Marie Yoder: Mifflin County Children and Youth
Jane Beightol: Mifflin County Extension Office
Trudy Hartzler: Big Brothers/Big Sisters
Mary Ann Demi: Mifflin County Child Development
Cathy Dysinger: Mifflin County Head Start
Kathy Elliot: Child Care Choices
Helen Guisler: Even Start
Joey Heroux: Parent to Parent
Sue Vance: Teen Pregnancy Coalition
Becky Wagner: Probation Office
Larry Wolfe: Domestic Relations
Jane Hollister: Mifflin County Abuse Network
Mike Britt: Police Services

Keystone Legal Services
Kathy Graham: Area Agency on Aging

EDUCATION ISSUES

FRIDAY, 1/12/96
Presenters:

Carol Molek: Adult Education Programs
Cathy Forsythe: Mifflin County Library Literacy Program
Carolyn Foust: Juniata-Vocational Technical School
Dan McClenahen: Mifflin County Pre-School Planning Task Force
Jim Oswalt: Mifflin County 2000/Post Secondary Task Force
Tony Labriola: Tuscarora Intermediate Unit
Barb Allison: School Social Services
Steve Bugaj: Special Education
Bill Galbraith: School Psychological Services

HEALTH CARE ISSUES

FRIDAY, 2/16/96
Presenters:

Ellen Corbin: Maternity Center
Alice Gray/Cora Lou Richards: State Health Center
Bruce Schmidt: Lewistown Hospital
Erin Pedersen: Family Health Services
Michelle Reeder/Linda Chambers/Becky Scott: Juniata Valley MH/MR Center
Bill Augustine: Counseling Center
Barb French: WIC
Gary Sauers/Joe Manduchi: NP Health Services
Meadows
Kim McGinnis/Connie Rager: Hospice: The Bridge & TLC Home Care
Tom Wilt: Tri-County MH/MR
Ann Kanagy: Sun Home Health
Lentha Barron: Clear Concepts
Renee Long: Area Agency on Aging
Ann Kanagy: Sun Home Health
Lentha Barron: Clear Concepts
Renee Long: Area Agency on Aging
Pat Thompson: Special Needs

EMPLOYMENT ISSUES

FRIDAY, 4/12/96
Presenters:

Adele Craig: Adult Education and Job Training Employment Services
Bill Fox: Office of Vocational Rehabilitation
Gary Gill: Job Center
Jerry Hummel: Chamber of Commerce
Ken Vandervort: Skills
Rob Postal: MCIDC
Carol Welsh: School to Work Transition
Nancy Laub: Area Agency on Aging

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Community Partnerships Cross-Training
12/8/95
FAMILIES AND LEGAL ISSUES

•AGENDA•

1:00 - 1:15	Registration
1:15 - 2:30	Presenters: Anna Marie Yoder, Mifflin County Children and Youth Jane Beightol, Mifflin County Cooperative Extension Office Trudy Hartzler, Big Brothers/Big Sisters Mary Ann Demi, Mifflin County Child Development Kathy Elliott, Child Care Choices Cathy Dysinger, Mifflin County Head Start Carol Molek, TIU Adult Education and Job Training Center - Even Start Cathy Dysinger, Mifflin County Head Start - Even Start
2:30-2:45	Break
2:45-4:00	Presenters: Joey Heroux, Parent to Parent Becky Wagner, Probation Office Larry Wolfe, Domestic Relations Jane Hollister, Mifflin County Abuse Network Mike Britt - Police Services Susan Mihalic, Keystone Legal Services Kathy Graham, Area Agency on Aging

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

Community Partnerships Cross-Training
1/12/96
EDUCATION ISSUES

•AGENDA•

1:00 - 1:15 PM	Registration
1:15 - 2:30 PM	Presenters: Carol Molek, Adult Education Programs Cathy Forsythe, Mifflin County Library Carolyn Foust, Mifflin-Juniata Vocational-Technical School Sue Vance, Teen Pregnancy Coalition of Mifflin County Jim Oswalt, Mifflin County 2000 Tony Labriola, Tuscarora Intermediate Unit No.11
2:30-2:45 PM	Break
2:45-4:00 PM	Presenters: Barbara Allison, Mifflin County School District -School Social Services Steve Bugaj, Mifflin County School District - Special Education Bill Galbraith, Mifflin County School District - School Psychological Services Jim Schnell, Mifflin County School District - Federal Programs Dan McClenahen, Mifflin County School District - Pre-School Planning Task Force

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

Community Partnerships Cross-Training
1/26/96
EDUCATION ISSUES

•AGENDA•

1:00 - 1:15 PM Registration

1:15 - 2:30 PM Presenters:
- Suzanne Fisher, Adult Education Programs
- Cathy Forsythe, Mifflin County Library
- Carolyn Foust, Mifflin-Juniata Vocational-Technical School
- Sue Vance, Teen Pregnancy Coalition of Mifflin County
- Jim Oswalt, Mifflin County 2000
- Tony Labriola, Tuscarora Intermediate Unit No.11

2:30-2:45 PM Break

2:45-4:00 PM Presenters:
- Barbara Allison, Mifflin County School District -School Social Services
- Steve Bugaj, Mifflin County School District - Special Education
- Bill Galbraith, Mifflin County School District - School Psychological Services
- Karen Galbraith, Mifflin County School District - Federal Programs
- Dan McClenahen, Mifflin County School District - Pre-School Planning Task Force

BEST COPY AVAILABLE

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

Community Partnerships Cross-Training
2/16/96
Health Care ISSUES

•AGENDA•

1:00 - 1:15 PM Registration

1:15 - 2:30 PM Presenters:
- Dave King, Clear Concepts
- Bill Augustine, Counseling Center
- Gary Sauers, Behavioral Health Services, Lewistown Hospital
- Alice Gray, State Health Center
- Ellen Corbin, Maternity Center, Lewistown Hospital
- Kim McGinnis, Hospice: The Bridge & TLC Home Care
- Diane Smooke, Rehabilitation Services, Lewistown Hospital
- Bruce Schmidt, VP Nursing, Lewistown Hospital
- Greg Grose, Lewistown Hospital

2:30-2:45 PM Break

2:45-4:00 PM Presenters:
- Tom Wilt, Tri-County MH/MR
- Michele Reeder, Juniata Valley MH/MR Center
- Ann Kanagy, Sun Home Health Services
- Renee Long, Mifflin-Juniata Area Agency on Aging
- Pat Thompson, Mifflin-Juniata Special Needs Center
- Craig Walters, The Meadows
- Erin Pedersen, Family Health Services/WIC

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ADULT & JOB EDUCATION TRAINING CENTER

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ADELE CRAIG
Employment Training Director

HELEN GUISLER
Counseling Services Director

CAROL MOLEK
Adult Education Director

Community Partnerships Cross-Training
4/12/96
Employment ISSUES

•AGENDA•

1:00 - 1:15 PM	Registration
1:15 - 2:30 PM	Presenters:

Adele Craig: Adult Education and Job Training Center
Bill Fox, Office of Vocational Rehabilitation
Gary Gill, Job Center
Jerry Hummel, Chamber of Commerce

2:30-2:45 PM	Break
2:45-4:00 PM	Presenters:

Ken Vandervort, Skills
Rob Postal, MCIDC
Carol Welch, School to Work Transition
Nancy Laub, Area Agency on Aging

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Publicity

- newspaper article
- MC 2000 News
- Chamber News

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Community Partnerships Planning Meeting

Friday, September 29, 1995
1:00 p.m.
Adult Education and Job Training Center

The Adult Education and Job Training Center has been awarded a grant by the Pennsylvania Department of Education to design and implement a rural community cross-training model. In times of budget cutbacks such as we are currently experiencing the future of those most in need in our community is very much at risk. It is a time for all service providers to come together and join forces so that we can most efficiently utilize our resources to maximize service. The goal of this project is to educate each other so that everyone is fully aware of services offered and to inform the community of opportunities and limitations we face.

All stakeholders in the community are invited to attend the brainstorming, organizational meeting to design this training. Those included are all human service agencies, health care providers, local education agencies, legal system, community clubs and organizations, and other interested community members.

For more information or to confirm your attendance, please call 248-4942.

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942
(717) 248-8610 FAX
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PR: Community Cross Training Events

The Adult Education and Job Training Center is sponsoring a series of cross-training events for those in the community who serve the disadvantaged population in the area. The purpose of the training is for providers to maximize resources in serving these clients in a time when funding across the social services is being cut. In addition, this community planning group will consider possibilities for future service planning in our community. The sessions are open and registration can be made by calling the Adult Center at 248-4942.

Reflecting the work done by this group in identifying our community's needs and resources at their organizational meeting the following tentative cross-training plan was made. The trainings will be held at the Adult Center from 1-3 pm on each day noted.

SOCIAL ISSUES

FRIDAY, 10/27/95
Invited Presenters:

Lewisline
Ray Confer: Mifflin County Human Services
Kim Crone/Sarah Drayer: Lewistown Hospital Social Services
Barb Druckenmiller: Mifflin County Assistance Office
Wilda Fisher: Shelter Services
Lois Grose: United Way
Nancy Laub/Renee Long: Area Agency on Aging
Cindy Mattern: Mifflin County Housing Authority
Eddie Purvis: Salvation Army
Pat Thompson: Special Needs
Barbara Woodruff: CAASP
Tonya Hoffman: Drug Free School
Allen Auman: Lumina Center

FAMILIES AND LEGAL ISSUES

Friday, 12/8/95
Invited Presenters:

Karen Goss/Anna Marie Yoder: Mifflin County Children and Youth

Jane Beightol: Mifflin County Extension Office
Trudy Hartzler: Big Brothers/Big Sisters
Mary Ann Demi: Mifflin County Child Development
Cathy Dysinger: Mifflin County Head Start
Kathy Elliot: Child Care Choices
Helen Guisler: Even Start
Joey Heroux: Parent to Parent
Sue Vance: Teen Pregnancy Coalition
Becky Wagner: Probation Office
Jane Hollister: Mifflin County Abuse Network
Mike Britt: Police Services
Keystone Legal Services
Larry Wolfe: Domestic Relations

EDUCATION ISSUES

FRIDAY, 1/12/96
Invited Presenters:

Carol Molek: Adult Education Programs
Cathy Forsythe: Mifflin County Library Literacy Program
Carolyn Foust: Juniata-Vocational Technical School
Dan McClenahen: Mifflin County Pre-School Planning Task Force
Jim Oswalt: Mifflin County 2000/Post Secondary Task Force
Tony Labriola: Tuscarora Intermediate Unit
Barb Allison: School Social Services
Steve Bugaj: Special Education
Bill Galbraith: School Psychological Services

HEALTH CARE ISSUES

FRIDAY, 2/16/96
Invited Presenters:

Ellen Corbin: Maternity Center
Alice Gray/Cora Lou Richards: State Health Center
Bruce Schmidt: Lewistown Hospital
Erin Pederson: Family Health Services
Michelle Reeder/Linda Chambers/Becky Scott: Juniata Valley MH/MR Center
Bill Augustine: Counseling Center

Barb French: WIC
Gary Sauers/Joe Manduchi: NP Health Services
Meadows
Kim McGinnis/Connie Rager: Hospice: The Bridge & TLC Home Care
Tom Wilt: Tri-County MH/MR

EMPLOYMENT ISSUES

FRIDAY, 4/12/96
Invited Presenters:

Adele Craig: Adult Education and Job Training Employment Services
Bill Fox: Office of Vocational Rehabilitation
Gary Gill: Job Center
Jerry Hummel: Chamber of Commerce
Ken Vandervort: Skills
Rob Postal: MCIDC
Carol Welsh: School to Work Transition

Wednesday, October 4, 1995--THE COUNTY OBSERVER

Community reps. hope to provide resources in more efficient manner

By Elizabeth Coyle

Service agencies and organizations have already taken it on the chin in recent months with the federal government. As more cuts are handed down, local agencies want to make sure they provide their help to the community in the most efficient way possible.

About 80 representatives of non-profit agencies, social service organizations, literacy programs, the Mifflin County School District and private individuals gathered for a conference last Friday to discuss "Adult Education Community Partnerships."

Carol Molek, coordinator of the "Adult Education Community Partnerships," said the aim of the proposal is not only to have organizations and agencies to maximize their services, but also "to have us as a community put into place some planning structures for the future. I think probably everyone in this room is being touched by what's happening in Washington. And we're facing major cutback or re-arrangements of money, to say the least," commented Molek, who is also adult education director of the Adult Education and Job Training Center. "And I think at that point it becomes important for a community as a whole to draw together to examine how we do things."

The project's goals are to deliver cross-training for agencies in the area so they can make referrals for their clients and let their clients know where to turn. Another aim of "Partnerships" is to produce a handbook which other rural areas can use as a resource manual. A committee of "stakeholders," members of the community, will also plan a county-wide educational event.

The "Partnerships" program is something the Department of Education hopes will help educationally disadvantaged adults.

"We are responding to a priority that was set by the Pennsylvania Department of Education and we thought it would be a great idea," Molek added.

Molek explained that the department approved two of the partnership proposals: The urban model in Philadelphia and now the rural one based in Mifflin County with surrounding communities included.

The "stakeholders" at the committee meeting last Friday at the Adult Education and Job Training Center represented non-profit agencies, social service organizations, the Mifflin County School District and private individuals.

During the meeting, the representatives broke up into groups and identified some of the community's needs and some of the strengths.

One of the concerns, several pointed out, was the number of "dysfunctional" or "broken" families. These families suffer from any number of social, economic or mental ills. Sometimes, noted Carole Welsh of the Mifflin County School District, a two-parent family is still a "broken" family. "We have a lot of families where there is a mother and a father, two kids and a dog and they don't function well at all, but they're not broken ..."

Along with dysfunctional families, said Michele Reeder of MH/MR, other occurrences cause malaise among families. "Child abuse- which seems to have increased ... and people who have mental disabilities and don't have any family or support and are out there kind of for the community to support."

Others were concerned about lack of social activities for young people, not just teens but young adults, too. That lack of support leads to crime.

Some of the community's needs include:

Employment: Underemployment, unemployment, lack of child care for low income families, (low-income housing)

Schools: Absenteeism, drop-outs, truancy, illiteracy, lack of post-secondary education, lack of access to distance learning (gaining credits through credits available at local satellite locations), lack of emphasis on social skills training (budgeting, parenting skills, gaining employment, etc).

Children: Child abuse, domestic violence, (crime), gangs.

Families: "Broken" families, single-parent families, teenage parenting, lack of health care for uninsured, underinsured.

Other needs that should be addressed, they felt, was the more access to long-term home care. Another need identified was public transportation.

The "stakeholders" agreed that the church community is a strength, along with the local organized youth leagues. Molek also thought that the combined efforts of the agencies was also a strength.

Adele Craig, also a coordinator for "Partnerships" and employment/training director at the Adult Education and Job Training Center, agreed that the network of agencies benefits the local communities. "We felt we already had some good bases here. We are a community that does work together but we saw there was a great need to do more," said Craig.

Another plus, pointed out Dan McClenahen, historian and educator in the Mifflin County School District, was pride people have, a sense of colloquialism.

Even education resources themselves were identified as an asset, from Mifflin County Head Start through the adult services at the Adult Education and Job Training Center, administered by the Tuscarora Intermediate Unit.

The next step for "Community Partnerships" will be a cross-training session on Oct. 10 with other meetings in the coming months.

These agencies/organizations often draw from similar money sources and each one of them may need to refer their clients to the next agency for further services.

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Larry Welshans/248-0520

ACCOMPLISHMENTS

All Goal Team members were in-serviced on the use of the computer for database and word processing. Resource lists were compiled in a database, including scholarships, competitions, seminars, workshops, educator grants, etc. A database portfolio was maintained. Resource lists were distributed to all K-12 teachers of science, mathematics, and technology. A liaison with the Act 178 (Professional Development) Committee was established. A measurement tool was developed to evaluate the usefulness of the resource project.

STRATEGIES FOR 1996-97

OBJECTIVE 1: Look at the feasibility of establishing a subcommittee for developing internship programs.
OBJECTIVE 2: Attempt to compile and distribute a minimum of seven resource lists in the upcoming school year and display them publicly in at least four locations.
OBJECTIVE 3: Continue to make the Team visible within the educational system.
OBJECTIVE 4: Observe and coordinate with the Mifflin County School District Strategic Plan implementation where appropriate.
OBJECTIVE 5: Review and discuss the findings of MC-2000's Education/Business Survey to determine any connectedness.
OBJECTIVE 6: Observe and discuss the concepts of applied academic courses as they relate to the Vocational-Technical program in Mifflin County.

5

Carol Molek/248-4942
Cathy Forsythe/242-2391

ACCOMPLISHMENTS

Conducted a "Community Cross-Training" project. Through this project over sixty service providers from the community met five times to share information about resources, restrictions, and services available for needy members of our community. As a result, participants reported that they are more knowledgeable and have developed the potential for more extensive collaborations. Bookwinkle, our family literacy mascot, was used often. Worked on an MC-2000 educator grant to deliver family literacy services to the community. This has been a cooperative project of the Adult Education and Job Training Center, Head Start and the Mifflin County School District.

STRATEGIES FOR 1996-97

OBJECTIVE 1: Continue to promote improved literacy in the community by sponsoring various community-awareness activities.
OBJECTIVE 2: Further develop collaborative relationships among literacy providers, social-service providers, education providers, and business and industry in order to maximize services to the community in the face of diminishing funds for literacy.
OBJECTIVE 3: Develop family literacy events and activities for the community, promoting the concept of "parents as first teachers."
OBJECTIVE 4: Explore funding opportunities and fund-raising activities to maintain services to needy adults in our community.

6

Tonya Hoffman/248-5444
Barbara Allison/543-5615

ACCOMPLISHMENTS

Invited State Representatives Ruth Rudy and Dan Clark, and State Senator Doyle Corman to participate in a forum regarding programs affecting youth. Sponsored a community presentation on The State of Hate Groups in Pennsylvania. Developed a Teen Support Group at the Lumina Center.

STRATEGIES FOR 1996-97

OBJECTIVE 1: Continue to expand upon 1995-96 accomplishments.
OBJECTIVE 2: Strengthen collaborative efforts with one another and represented groups.
OBJECTIVE 3: Intensify search for "safe and drug-free school" funds.
OBJECTIVE 4: Continue to identify concerns and to develop responsive strategies regarding the youth of Mifflin County.

MC-2000 GOALS

By The Year 2000 Mifflin County Will Have:

1. All Children Ready to Learn
2. At Least a 90 Percent Graduation Rate
3. All Children Competent in Core Subjects
4. Students First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Safe, Disciplined, Drug-free Schools
7. Professional Development for Educators
8. Increased Parental Involvement in Learning

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Chamber Mission Statement: In case you haven't read the new Mission Statement that resulted from the member survey, please take a moment to review it:..
......*"The Mission of the Juniata Valley Area Chamber of Commerce is to Lead, Promote, Represent, and Support the Business Community of Mifflin and Juniata Counties in order to attain Economic Growth and Prosperity, and thereby, improve our Quality of Life"*.......

President's Comment: The chamber is participating in a worthwhile endeavor sponsored by the Adult Education and Job Training Center to understand the services and functions of local groups and resources that are working to provide help and assistance to residents of the area. Of,the initial list of 57 resources, two are specifically working on expanding business opportunities in the region: the MCIDC and the Chamber. Our area is noted for its charitable nature and as a caring community. We give generously to the United Way and other causes that help make life better for those living here. The dollars spent to make life more comfortable total well into the Millions each year. If gainful employment is still a sought-after part of our culture, it does seem somewhat ironic that only a very small fraction of the dollars spent on charity/caring is spent on enhancing the business climate and its related job opportunities.

How Can A Chamber Work For You? One way is to have a working relationship with various organizations and constituencies within the area, thus providing an open communications channel with the activities and expertise of these groups. Developing these relationships is vital to a successful chamber and we have made significant progress already. As a result of the associations provided by the officers and boardmembers of the chamber, we have affiliations with the following:
Mifflin County Industrial Development Corporation; Juniata Business & Industry; Area Revitalization Task Force; Greater Lewistown Corporation; Seda-Cog; Pa. Dept of Commerce; Legislative offices of Congressman Shuster, State Senator Corman, Representatives Rudy and Clark; the Commissioner's office in both Mifflin and Juniata counties; MC 2000; Mifflin County Housing Authority; Big Valley Area Business Association; Service Corp of Retired Executives; Small Business Administration Women's & Minority Loan Programs; Pa. State Chamber of Business & Industry; and, the State Convention & Visitors Bureau.

As a chamber member, you are encouraged to contact the chamber anytime you feel that we could provide you with some assistance related to any business matter. The above chamber affiliations could provide access to the particular resource that you are seeking. The chamber wants to be your confidential source for providing business solutions.

17 New Members Have Joined Chamber since our last report: Locust Campground/John C. Knox & Sons, Inc; Shelter Services; Children of the Ark Daycare; Laskaris Restaurant; The Imporium; Juniata Business & Industry; International Peripheral Systems, Inc.; Kish Printing; Hummel Associates; Masland Industries; Penn State Scanticon Conference Center Hotel; Inn at McCullochs Mills; J.C. Penney; Boring Transport; Mifflin County Housing Authority; Benefit Management Group; and At The Gables.

Is there Humor in Business?:

Tom Peters, the sometimes-irreverent author of several books about business, has stated that businesses hold tightly to a lot of dumb ideas. One of his list of "20 Stupids": "#10. Do it right the first time. Candidate for the dumbest statement ever uttered by a human. You don't do anything new or interesting right the first time."

From my Accountant .on taxes: "Humorist Dave Barry is not impressed by the IRS claim that the Internal Revenue Service is recognized as a "leader among government agencies in customer service". Quips Barry, that's like saying "cement is a leader among construction materials for use as a dessert topping."

Members' Comments & Suggestions Wanted. Please contact us to let us know what services and programs would be of value to you. Also let us know things you read and hear that would be of interest to the membership. If you like the Chamber News, let us know. Want or need a special service unique to your business? Let us give it a try.

Community Planning

- sub-committee Agenda
- Pa Coalition Meeting
- Pa 2000: Building Communities for Learning
- "Building Communities for Learning" Interim Report
- Observations from using "Harnessing the Power of Vision"
- Resources: Cooperative Extension Service and Washburn, Ill example

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza
Building 58
6288 SR103 North
Lewistown, PA 17044

(717) 248-4942
Fax (717) 248-8610

ADELE CRAIG
Employment
Training Director

HELEN GUISLER
Counseling Services
[illegible]ector

CAROL MOLEK
Adult Education
Director

COMMUNITY PARTNERSHIPS PROJECT
PLANNING
sub-committee

MONDAY, DECEMBER 11, 1PM, ADULT CENTER

AGENDA

Community issues and resources
review of first meeting

Planning the plan
what goals can be accomplished through a community planning sub-committee?
what can be accomplished in 3 meetings?

Goal
to create an action plan to establish collaborative efforts within the community to provide services to the adult learner

Collaborations
characteristics of collaborations
establishing working collaborations
steps to continue the process

PENNSYLVANIA
STATE COALITION
FOR ADULT
LITERACY

502 Ellen Road, Camp Hill, PA 17011

Telephone 717-730-9161 **1-800-870-3858** **Fax 717-737-6123**

Conference Contact - Nancy C. Woods **(412) 773-7810** **Fax (412) 773-7303**

CONFERENCE
COMMUNITY PLANNING FOR LEARNING

Sponsored by Mellon Bank East and West
coordinated by PSCAL (PA State Coalition for Adult Literacy)
October 5, 1995 (8:00 a.m. - 3:30 p.m.)
October 6, 1995 (8:00 a.m. - 4:00 p.m.)
Best Western Inn of the Butterfly
1245 Harrisburg Pike, Carlisle, PA 17013

Proactive community based planning is necessary to prepare for pending social and political changes that will affect the delivery of adult basic and literacy education services.

In response, the Pennsylvania State Coalition for Adult Literacy invites communities and regions across the Commonwealth to attend a two-day conference on Community Planning for Learning. To be eligible for double room Thursday, overnight accommodations, Friday breakfast and lunch, and ground travel reimbursement at $.25 per mile, for car-pools: a core planning group, representing a minimum of three local or regional organizations, agencies, and programs must be willing to attend from your community. The core planning group must include representation from both Column A and Column B.

Column A

- Family Centers
- Even Start and Head Start programs
- Intermediate Units
- School districts
- Public libraries
- Literacy coalitions
- Adult basic and literacy education providers
- Job Training Partnership Act (JTPA) Employment and training programs

Column B

- County Assistance Offices
- Local government and municipalities
- County and community planning groups
- Service Delivery Areas (SDAs) - Private Industry Councils (PICs)
- Local business and industry
- The media

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The conference will bring together state and local level business, education, media and government leaders to develop a process for local community planning for learning. On day one a panel of state agency representatives will discuss current policies which impact on adult basic and literacy education and development of strategies for community planning. Guests will include members of government, business, media and education service providers.

Day two begins at 8:00 a.m. and ends at 4:00 p.m. and is designed to train teams of participants from across the state to understand the process of COMMUNITY PLANNING for LEARNING. It will be facilitated by nationally recognized, Steve Numes, Ed.D., Director of Institutional Relations for CAEL Council for Adult and Experiential Learning), Chicago, Illinois. Steve recently completed this process for state leaders from across Pennsylvania. See attachment for an overview of skills to be developed.

The PA State Coalition for Adult Literacy, through a grant from Mellon Bank East and West, will provide double room accommodations for Thursday night, Friday breakfast and lunch, and reasonable ground transportation travel reimbursement at $.25 per mile for carpools for the first 60 eligible participants registered for the conference. Participants will be notified of acceptance by September 25, 1995.

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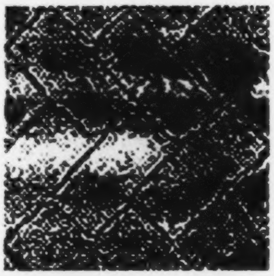
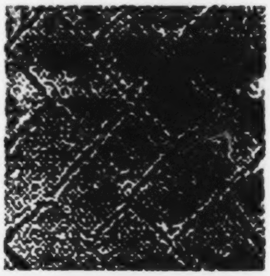
Pennsylvania
State Coalition
for Adult Literacy

OCTOBER 1995

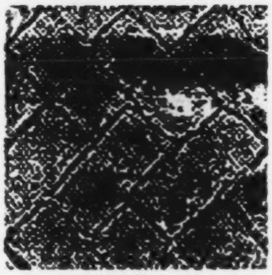
Building Communities for Learning

EXECUTIVE SUMMARY





Pennsylvania
2000



Goals 2000

The Educate America Act

Goal 6:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in the global economy and exercise the rights and responsibilities of citizenship.

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The Pennsylvania State Coalition for Adult Literacy (PSCAL)

consists of leaders from a wide variety of public- and private-sector entities throughout the Commonwealth, representing a broad range of professional experience. The mission of the PSCAL is to foster leadership and form broad-based partnerships in support of the advancement of quality adult literacy services throughout the Commonwealth.

Pennsylvania 2000 is a statewide coalition of business, education, and state government leaders committed to education reform. The Adult Literacy Task Force of Pennsylvania 2000 is committed to moving aggressively toward the attainment of universal literacy by the year 2000.

The PSCAL, working in coordination with the Pennsylvania 2000 Adult Literacy Task Force, has co-sponsored a number of activities devoted to improving the quality of literacy services in Pennsylvania. *Building Communities for Learning* is one such venture.

For further information on the efforts of PSCAL, contact Joanne Shane Plummer, President, at (717) 730-9161.

For further information on the work of the Pennsylvania 2000 Adult Literacy Task Force, contact Co-Chairs JoAnn Weinberger at (215) 474-1235 or Richart Torbert at (215) 553-3918.

The goal of

BACKGROUND

Adults seek to improve their basic educational skills for many different reasons as workers, families, and citizens. Therefore, the primary objective of adult basic education and literacy services is to provide opportunities for adults to improve the quality of their lives. Adult basic education and literacy is a community service which requires all educational, social, and economic entities in a community to participate. Providing literacy services is not the sole responsibility of the educational community because adults who seek services arrive with complex needs that extend into economic and social contexts. Thus, the responsibility of meeting those needs becomes a shared responsibility of public and private partnerships.

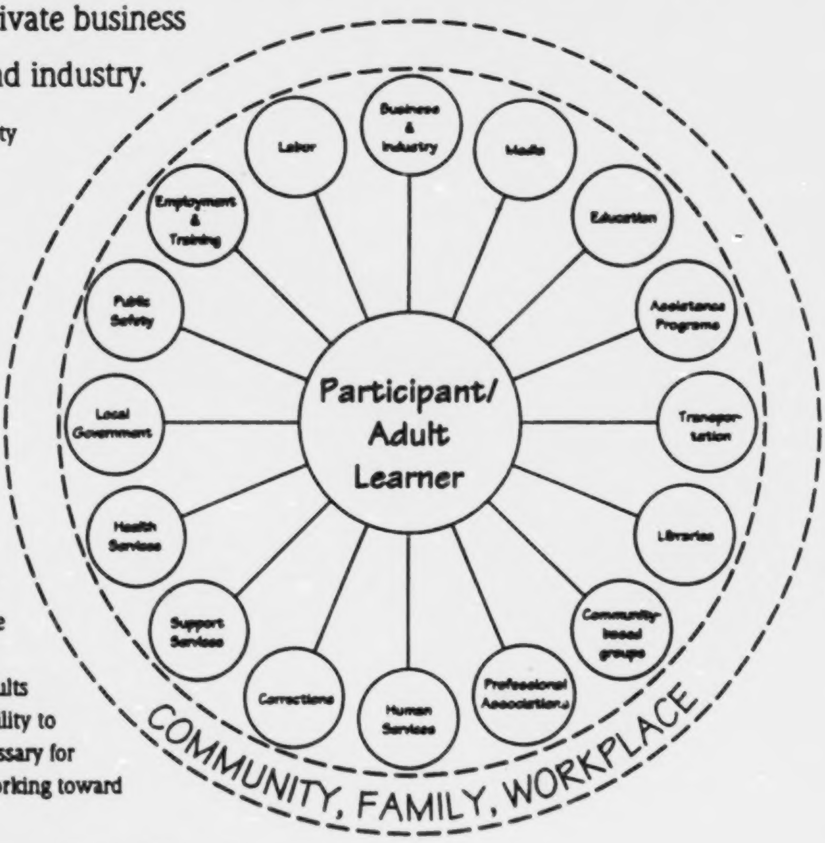
The Need for Community Planning to Meet the Literacy Challenge

On May 11, 1994, Pennsylvania 2000, the Pennsylvania State Coalition for Adult Literacy, and Mellon Bank co-sponsored a historic Call to Action Conference. Among the challenges documented through the conference resolutions were: "The fragmented service delivery system (for adult basic and literacy education) results in duplication, gaps, and splintering of services to adult learners," and "Planning and coordination of service delivery systems at the local level are inadequate, contributing to fragmented services." Among the solutions posed were recommendations on the need to promote the coordination of a statewide system of services and implementation of community planning with local incentives.

In December 1994, the PSCAL responded to the challenge by forming a Community Literacy Planning Committee. The goal of the Committee was to develop a strategic planning process to facilitate coordination and collaboration among all stakeholders in the provision of adult basic and literacy education. The purpose of the planning process is to implement effective adult services that are grounded in the needs of adult participants and are delivered within the context of the community in which the adult learner lives and works.

community-based literacy planning

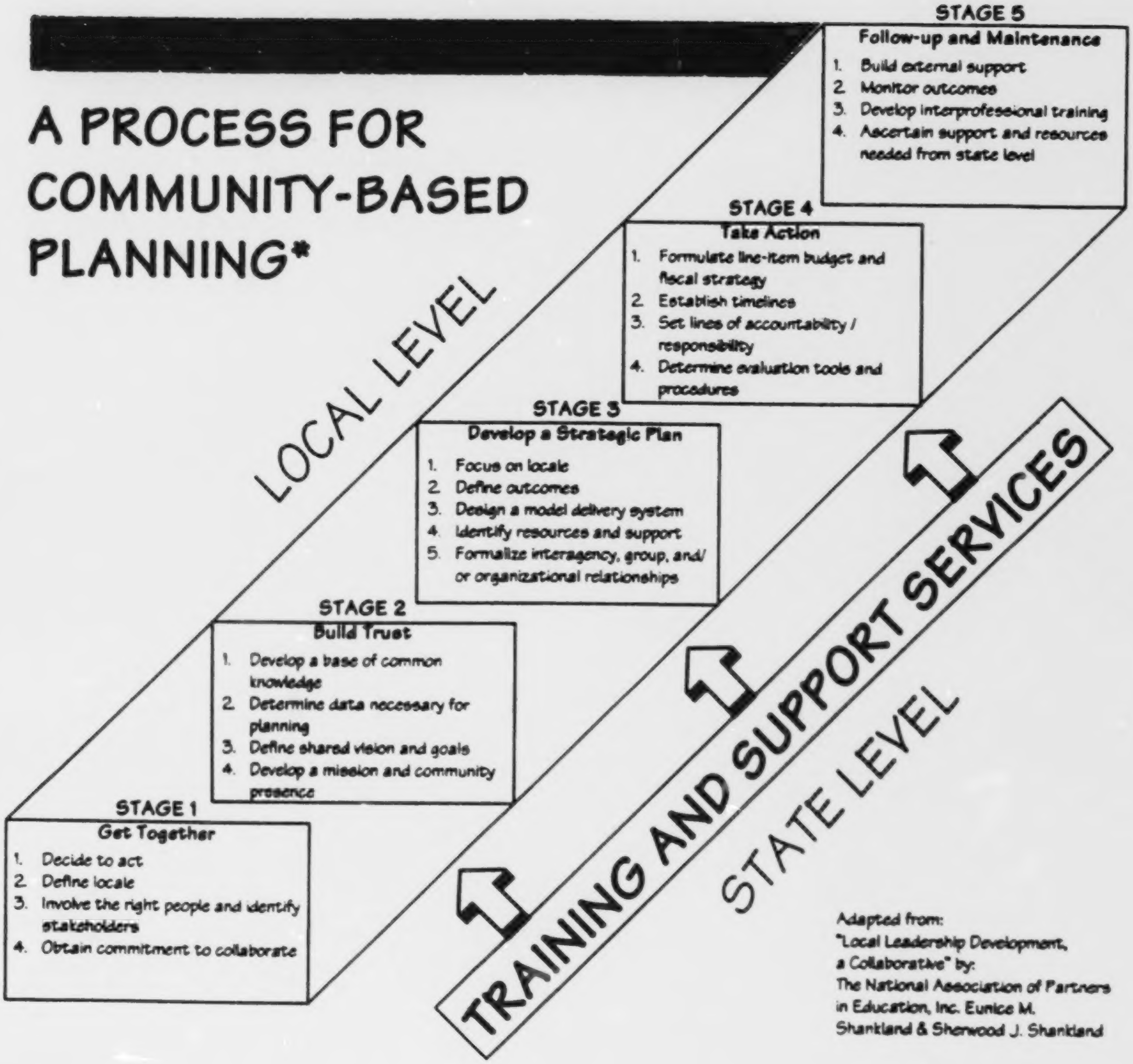
is to provide comprehensive, quality educational services to adult learners by facilitating coordination and collaboration among community partnerships. These partnerships must include multiple public agencies and private business and industry.


Labor
Business & Industry
Media
Employment & Training
Education
Public Safety
Assistance Programs
Local Government
Participant/ Adult Learner
Transportation
Health Services
Libraries
Support Services
Community-based groups
Corrections
Human Services
Professional Associations
COMMUNITY, FAMILY, WORKPLACE

The outcomes of community collaboration will result in improved services through:

- Linkages among basic educational programs, postsecondary skills and trade programs, higher education programs, and other employment and training opportunities to create a continuum of programs and services to meet the needs of every adult.
- Linkages among human-service and educational programs to meet the complex needs of adults and allow communities the ability to offer the support services necessary for enabling adults to continue working toward their goals.
- Linkages among education and business and industry to shape educational programs that integrate academic and experiential learning to meet the increasing demands of the workplace.

A PROCESS FOR COMMUNITY-BASED PLANNING*



STAGE 1
Get Together

1. Decide to act
2. Define locale
3. Involve the right people and identify stakeholders
4. Obtain commitment to collaborate

STAGE 2
Build Trust

1. Develop a base of common knowledge
2. Determine data necessary for planning
3. Define shared vision and goals
4. Develop a mission and community presence

STAGE 3
Develop a Strategic Plan

1. Focus on locale
2. Define outcomes
3. Design a model delivery system
4. Identify resources and support
5. Formalize interagency, group, and/or organizational relationships

STAGE 4
Take Action

1. Formulate line-item budget and fiscal strategy
2. Establish timelines
3. Set lines of accountability / responsibility
4. Determine evaluation tools and procedures

STAGE 5
Follow-up and Maintenance

1. Build external support
2. Monitor outcomes
3. Develop interprofessional training
4. Ascertain support and resources needed from state level

Adapted from:
"Local Leadership Development, a Collaborative" by:
The National Association of Partners in Education, Inc. Eunice M. Shankland & Sherwood J. Shankland

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Building Communities for Learning provides a process

for local community-based planning that enables a local community to plan adult services according to its unique needs. It defines a state-level role as being supportive through the provision of resources, training, and technical assistance. The process seeks to build a strong community team through inclusion of all literacy stakeholders, including education and training, human services, and business and industry. At the core of the team is the adult participant and his or her needs. The model is based on a shared responsibility among community members for implementation of effective adult services.

The PSCAL has demonstrated

its commitment to effective community planning by funding three communities to field-test the strategic planning process developed through *Building Communities for Learners*, beginning in October 1995. Working in conjunction with these demonstration sites, the Coalition will identify resources and support needed to implement effective community literacy planning. Based on the experiences and evaluation of the demonstration sites, the Coalition will adapt the planning process.

The Coalition will develop a statewide implementation strategy that will include:

- >> seeking public support from various state level agencies and organizations.
- >> identifying forums for disseminating information about the demonstration experiences.
- >> devising strategies for replication.
- >> marketing community-based planning to promote the delivery of effective adult services.

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The Community Literacy Planning Committee of the Pennsylvania State Coalition for Adult Literacy is comprised of representatives from:

State Agencies

Pennsylvania Department of Commerce
Pennsylvania Department of Community Affairs
Pennsylvania Department of Education
Pennsylvania Department of Labor and Industry
Pennsylvania Department of Public Welfare

State Organizations

Pennsylvania Partners
Pennsylvania State Job Training Council

Legislature

Education Committee of the House of Representatives
Education Committee of the Senate

Local Representatives

Adult Literacy Action, Penn State Beaver Campus
Allegheny Intermediate Unit, Pittsburgh
Altoona Area School District
Center for Literacy, Philadelphia
Hispanic American Organization, Allentown
Mayor's Commission of Literacy, Philadelphia
Northern Tier Region Planning/Development Commission, Towanda
Northampton County Community College, Bethlehem
Institute for the Study of Adult Literacy, Penn State University
Philadelphia County Assistance Office
Reading Area Community College
Reading Area Vocational Technical School

Special thanks to the Committee facilitator :

Dr. Stephen Nunes, Director of Institutional Relations
Council for Adult and Experiential Learning, Chicago, Illinois

Printing courtesy of Mellon Bank

COMMONWEALTH
OF PENNSYLVANIA

CALL TO ACTION II:

PLANNING FOR ADULT LITERACY

OCTOBER 1995
EXECUTIVE SUMMARY

Pennsylvania 2000

ADULT LITERACY
TASK FORCE

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CALL TO ACTION

The Pennsylvania 2000 Adult Literacy Task Force is committed to move aggressively toward the achievement of the following National Education Goal:

> *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the right and responsibilities of citizenship.*

Pennsylvania 2000, in cooperation with the Pennsylvania State Coalition for Adult Literacy and Mellon Bank, sponsored a second historic conference on October 5, 1995. The Conference, "Call to Action II: Planning for Adult Literacy" brought together state and local leaders to discuss key issues resulting from changes in federal, state and local policies.

The following conference report summarizes the plenary sessions and workshops and proposes actions in which partners statewide can get involved.

Other publications available from the Adult Literacy Task Force include:

- Inventory of State Funding for Adult Basic and Literacy Education Programs
- Adult Literacy Gap Analysis and Guiding Principles
- Call to Action: Mobilizing for Adult Literacy Executive Summary of the May, 1994 Conference
- Building Communities for Learning

For further information about the efforts of the Pennsylvania 2000 Adult Literacy Task Force, please contact:

Richard Torbert
Task Force Co-Chair
and Vice President for
Corporate Affairs
Mellon PSFS
1735 Market Street
Philadelphia, PA 19103
(215) 553-3918

JoAnn Weinberger
Task Force Co-Chair
and Executive Director
Center for Literacy, Inc.
636 South 48th Street
Philadelphia, PA 19143
(215) 474-1235

Literacy is a human dignity issue, an employment issue, an economic development issue and in the rapidly changing world of information technology, it becomes a survival issue

Michele Ridge
First Lady of the Commonwealth

INTRODUCTION

On October 5, 1995, 140 government, business, media, association, and adult education leaders joined together for a landmark day of presentations and workshops. The conference provided dramatic insight into dynamic changes occurring at the national and state levels–changes which will have a major impact on the future of adult basic and literacy education. Highlights of these changes and action steps they should provoke are described in the following summary.

A consensus of the day was that federal block grants to the states for education, job training, and welfare will have profound effects on the provision of literacy services.

KEY POINTS MADE BY CONFERENCE PRESENTERS

FEDERAL LEVEL

Legislation will provide states with block grants for:

- welfare
- adult education and training

STATE LEVEL

Drastic changes in federal laws governing adult literacy will give the Governor increased authority to plan and implement provisions of the block grants. Adult Education and Training is part of the Interdepartmental Strategic Planning Process with:

Labor and Industry (lead agency)
Welfare
Education
Aging
Commerce
Community Affairs

Funding: The Governor may propose an increase in funding for Adult Basic and Literacy Education.

The Governor may propose to provide funding for workforce education.

continued

ACTION STEPS FOR LITERACY ADVOCACY

Examine the actual provisions of the new block grant programs as they evolve and plan carefully for implementation.

Impress upon state government leaders the importance of investing in literacy. Describe who will be served, what services will be offered, who has the greatest need, and what resources are needed.

As workforce development boards are developed at the state and/or local level, inform members about adult literacy efforts and their impact on workforce preparation and development.

Encourage state leaders to coordinate across departments and funding streams. Support Senate Bill 975, the Adult Basic and Literacy Education Act, to increase coordination.

Raise public awareness of literacy efforts.

Share the reasons why increased funding is important.

Low skills contribute to:

- low productivity and workplace accidents
- chronic unemployment
- welfare dependency
- lack of parents' involvement in children's education
- generations of illiteracy in the family
- feelings of frustration, isolation and low self-esteem

continued

KEY POINTS MADE BY CONFERENCE PRESENTERS	ACTION STEPS FOR LITERACY ADVOCACY
LOCAL LEVEL Local Workforce Development Boards or other community-based planning initiatives will be required by new federal laws.	Collaborate and coordinate with other service providers on the local level. Utilize "Building Communities for Learning," developed by the Pennsylvania State Coalition for Adult Literacy, as an open, flexible process. Demonstrate accountability by documenting effectiveness in helping adult learners improve their lives on the job, with their children, and in their communities.

> **State...**
>
> ***The Governor and I believe in the importance of adult literacy programs which help provide Pennsylvanians with the skills and abilities needed to succeed, especially in today's globally competitive marketplace.***
>
> **Michele Ridge**
> ***First Lady of the Commonwealth***

COMMUNITY PLANNING

Local communities, as well as the state, must plan for the implementation of federal block grants. Currently, community planning is important, but its development must be furthered for effective delivery of services to adult learners. Thus, the conference conducted workshop sessions on community planning for family literacy, welfare-to-work, workforce education and technology, highlighting urban and rural models.

Characteristics of Community Planning

- Multi-layered, with each layer acting independently and interdependently
- Dynamic and developmental, changing as the collaboration grows
- Holistic, providing a broad overview of the questions and issues
- Time consuming, requiring the development of trust to create or adapt programs
- Requiring resource sharing among members of the collaboration, to devote to any new or different ventures
- Working for the benefit of the community, not the benefit of individual programs and institutions.

COMMUNITY PLANNING FOR FAMILY LITERACY

Actions

- Acquire resources to serve parents along with their children beginning at the earliest age possible
- Establish responsibility for developing systems to serve children and families
- Build a partnership with a shared vision of serving families.

Partners:

- Adult Education Programs
- School Districts
- Head Start
- County Assistance Offices
- Family Centers
- Human Services
- Libraries
- Early Childhood Programs
- Intermediate Units
- Day Care Centers
- Service Delivery Areas
- Community Colleges
- Job Centers
- Health providers

Linkages:

- Plan together rather than duplicate resources or services.
- Apply initiative, perseverance, imagination and determination.
- Learn from adult participants by involving them in planning parent-child activities and identifying goals that help the adult, children, family and ultimately the community.

> **Family...**
>
> ***I would like to encourage all businesses to invest in improving the literacy of our nation's workforce through the support of adult education and literacy programs, including family literacy programs.***
>
> **Congressman Bill Goodling**

BEST COPY AVAILABLE

COMMUNITY PLANNING FOR WELFARE-TO-WORK

Welfare-to-Work....

I feel that States recognize that in order to reduce their welfare caseloads and the costs of cash-payments, they will need to rely on literacy programs as a crucial tool in moving individuals off welfare and preventing welfare in the first place.

Congressman Bill Goodling

Actions:

- ❖ Provide services for welfare recipients with multiple barriers to self-sufficiency, especially those with low literacy skills.
- ❖ Combine the best of what is known about self-sufficiency, economic development, and education to plan new models of delivery that are responsive to upcoming welfare mandates.
- ❖ Involve literacy providers in the planning, service delivery and referral networks.

Partners:

County Assistance Offices
Service Delivery Areas
Literacy Providers
Job Training Providers
Referral Networks

Linkages:

- ❖ Enable constant communication among the partners.
- ❖ Provide flexibility, one key to making services work.
- ❖ Demonstrate a willingness to move resources to where the need is, with periodic revisiting of single or multiple county priorities.
- ❖ Use multiple sources of funds and place clients in programs that best fit their needs.

COMMUNITY PLANNING FOR TECHNOLOGY

Actions:

- Share usage of technology by integrating resources existing in the community into an effective adult literacy program.
- Integrate planning for use of technology into the overall framework of community planning.

Partners:

Adult Literacy Programs
School Districts
Intermediate Units
Cooperative Extension
Hospital Pediatric Clinics
Office of Children and Youth Services
Business and Industry
Local Colleges/Universities
County Assistance Offices
Private Industry Councils
Local Churches
City Government
Department of Human Services
Community Services for Children

Linkages:

- Build community-wide networks.
- Offer access to literacy program providers.

COMMUNITY PLANNING FOR WORKFORCE EDUCATION

Actions:

- Upgrade the skills of the current workforce.
- Add to the core competencies of participating businesses and industries.
- Address both learning goals of organizations and individuals.
- Ensure long-term profitability of U.S. enterprise in a highly competitive global marketplace.

Partners:

Businesses
Unions
Business Associations and Organizations
Economic Development Agencies
Adult Literacy Programs
Service Organizations

Linkages:

- Implement a collaborative planning model that involves all program stakeholders.
- Show evidence of a strong understanding of business operations.
- Demonstrate creativity, entrepreneurship, respect and quality.

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Building Communities for Learning

Interim Progress Report

Submitted by Sheila Sherow

June 6, 1996

Building Communities for Learning (BCL) Pilot Project
Interim Progress Report

Pilot Sites

The four BCL pilot sites have just completed their first six months of community-based planning. They include:

Lycoming County Adult Literacy Coalition	funded
Fayette County Adult Literacy Coalition	funded
Wyoming Valley Literacy Coalition	funded
Training Action Group (TAG)-Lancaster	not funded

I asked each group to submit a report describing the progress they have made in five areas of the collaboration/community-based planning process: (1) recruiting group members, (2) participation in and productivity of meetings, (3) creating a shared vision and group mission, (4) developing group goals, and (5) identifying and obtaining needed resources. The three funded sites sent full reports, TAG sent minutes and a draft of their operating principles. The following summarizes information included in site reports.

Recruiting Group Members

Current Membership

Lycoming County	14 active members.
Fayette County	17 members; 10 have leadership/active roles.
Wyoming Valley	29 active and 13 inactive members.
Training Action Group (TAG)	13 members.

Most Common and Effective Methods Used to Recruit Members

- Through literacy groups.
- Through community organizations.
- Through casual contact in the community.
- Through local directories.
- Through newspaper articles.
- Information letters.
- Recruitment luncheon.

Problems and Solutions with Reluctant Stakeholders

Problem: Maintaining regular attendance at meetings.

Solutions:

- Meetings held over lunch hour seem to be most convenient and work well.
- Minutes of last meeting sent with date of next meeting.
- Personal phone calls as reminders.
- Announcement of the speaker scheduled for next meeting.
- Agenda sent out prior to meeting.
- Attendance does not reflect interest in the group-many organizations simply do not have the staff to send someone to our meetings.

Problem: Increasing and maintaining member commitment.

Solutions:

- Make each meeting informative and interesting so as to be of value to those attending.
- Establish shared leadership and group ownership.
- Establishing committees or working groups to increase member participation and input.

Problem: Involving business.

Solutions:

- Conducting literacy awareness events for the business community.
- Business/economic development leadership in the group.
- Keeping group updated on local business/employment needs.

Participation in and Productivity of Meetings

Roles and Responsibilities of Group Members

- To date, members' roles have been to define their place in their own organization and to share with the group any needs or frustrations that they feel could be addressed by someone in the group.
- Leadership has been shared by various members of the group.
- A different member is asked to take the minutes at each meeting, which helps the person responsible for preparing and sending out the minutes.
- Plan to invite each organization to conduct meetings on a rotating basis thereby encouraging active participation.
- By-laws are being formed to assist the group in defining roles and responsibilities of members.

Interaction Among Group Members

- Active members are dedicated and interact well with each other.
- There is a comfortable atmosphere at meetings.
- Members appear to have a genuine caring and willingness to be helpful.
- There are some members who appear guarded, which has been interpreted to mean that the agency is not quite ready to share in areas that would prevent duplication of services.
- Some agencies feel an ownership of certain information and trust must be built.
- There is no obvious mistrust or animosity among members, but this may be due to the fact that we have not asked for any commitment other than sharing information.
- Considering the development of working and planning subgroups to promote participation and interaction.

Productivity of Group Meetings

- Dividing the coalition into subcommittees has worked well, allowing for more direct input among members and greater productivity of meetings.
- Meetings seem to be appreciated by members.
- There is a real effort to keep meetings to one hour. Some stay and talk, but many must get back quickly.
- Planning to conduct working group meetings (subcommittees) during odd numbered months and full meetings during even numbered months.
- Developing operating principles to guide meetings.
- Meetings are becoming more focused.

Creating a Shared Vision and Group Mission

- The group plans activities that require an exchange of information.
- Have created a base of knowledge through identifying needs, goals, and priorities using a storyboard technique.
- A common base of knowledge already exists.
- Have a draft mission statement, but are working to establish a shared vision.
- Minutes help keep members informed and help establish a common base of knowledge.
- A mission statement has been developed.

Identifying and Obtaining Needed Information

- Need for information seems to arise with each meeting.
- Group is active in determining what they need to know.

- Subgroup concept helps group to obtain information.
- Working on a needs assessment for the county.
- Member representing the Chamber of Commerce brings information to the group on the needs of employers in the county.
- A questionnaire needs to be complied and distributed to group members regarding questions of tutors, learners, time spent in programs, reasons for leaving, program completion rates, etc.
- We are planning to try several methods of obtaining information involving community resources. We have a good start. The media must be involved.

Identification of Desired Outcomes

- Convincing the population that literacy education is desirable and a worthwhile pursuit.
- Finding jobs into which learners can be guided.
- Additional tutors need to be recruited and trained. We should offer tutoring workshops.
- Members of the group must make a commitment to continue the coalition.

Developing Group Goals

Process of Identifying Goals

- The group took its original goals, analyzed them, and worded them in a fashion acceptable to the group.
- Additional goals have been identified, original goals have been expanded.
- Used storyboard format to identify goals-was very beneficial.
- Prioritizing goals through a common database.
- We have sent questionnaires to all members of the group asking them to identify what they think our vision and goals should be.
- It has been suggested that a core group identify goals.

Pilot Site Goals

Lycoming County

Goals

- To develop a common base of adult services in Lycoming County among customers, service providers, and employers.

- To promote program coordination to ensure that programs center on customer needs and the provision of appropriate services, to avoid unnecessary duplication of effort among service providers.
- To develop and implement a systematic recruitment effort targeted at unserved and underserved customers.
- To establish an ongoing community-based planning group comprising adult education providers, human service agencies, local business and industry representatives, and media representatives.
- To develop and implement coordination mechanisms with other existing partnerships in Lycoming County.

Fayette County

General Goals

- To decrease the illiteracy rate in Fayette County through increased collaboration.
- To decrease competition; to work as a whole.
- To develop an agreed upon needs statement.
- To upgrade and expand services.

Phase I Goals

- To establish linkages between adult, family, and child literacy education services, community agencies, and schools to identify contributing partners and to discuss specific needs.
- To set up meeting organization and structure for the coalition.
- To develop initial linkages among stakeholders and describe them in the media to begin the process of establishing a community presence for the coalition.
- To develop a one-stop source of information about literacy services and resources in the county that includes consistent information about location of services, eligibility requirements, scope and sequence of services, educational methods, and other pertinent information.
- To develop coordinated and non-competitive plans that can contribute to and receive support from the Fayette Business-Education Consortium and other economic development agencies.
- To develop a coordinated referral system through linkages among educational programs and a standardized protocol for referrals.
- To develop a brochure of services for adult learners.
- To develop a county-wide directory for provider reference listing stakeholders and services provided.

- To develop a common database to be used to identify service gaps and redundancies.
- To identify provider staff development needs and work toward a common program to meet those needs.

Phase II Goals

- To write up plan with time frames and responsible parties.
- To identify roles and responsibilities of partners and present to group.
- To recruit additional members.
- To begin public relations campaign.
- To complete referral directory.

Marketing Goals

- To develop a brochure describing the coalition and the referral system which can be distributed widely.
- To develop a speakers bureau for service clubs and other groups.
- To develop and feature a showcase of positive programs and outcomes for the media.
- To do a presentation to the Human Service Council.
- To direct media attention to different population groups.

Wyoming Valley

Goals

- To bring members of the coalition together into a cohesive group.
- To make meetings interesting and informative.
- To involve the media for educating the community.
- To sponsor tutoring training.
- To continue to identify needs of learners and respond to them.
- To address learning disabilities.
- To create and present a flyer that describes our efforts in adult literacy.
- To plan and present a Literacy Fair for the community.
- To improve communication to the community-to make the community aware of the need for and benefits of literacy education.
- To involve the business community by informing them of the serious nature of literacy education and its ramifications.
- To find jobs for adult learners.
- To keep programs alive.

Identifying and Obtaining Needed Resources.

Local Resources Obtained

Lycoming County

- Training needs appear to be handled very well through Region 2 Staff Development Center.
- Writing staff development plans into future activities.

Wyoming Valley

- The United Way provides an office and computer for the coalition.
- Wilkes University Education Department has offered to make available their resource library.

Needed Resources

Lycoming County

- Less restrictive funding for the acquisition and use of technology.
- Financial resources to enhance adult education services.

Fayette County

- Child care.
- Transportation.
- Tangible rewards for learners' accomplishments.
- Additional board members.
- Additional funding.
- Health care (glasses, hearing, birth control).
- Legislative muscle.

Wyoming Valley

- Business involvement to help find jobs for learners.
- Local media involvement to create community awareness.
- State funding to keep programs alive.
- State funding to help maintain a coalition coordinator-local match can supply the office, telephone, computer, and other office equipment needed.

Reactions and Recommendations

Fayette County

Strengths

- Fayette County has a diverse group membership.
- Strong leadership is coming from members representing the Chamber of Commerce and the FayPenn Economic Development Group.
- The group has been very successful using a storyboard technique for brainstorming, prioritizing, and decision making.
- They have identified community-wide needs and developed goals.

Areas to Improve

- They have been losing some participation momentum-this may be due in part to members' conflicting need to also participate in local school-to-work partnership meetings. The group is working with the s-t-w partnership and they are trying to develop both groups as supportive of each other. I will be attending their July meeting and will help them explore ways the two groups can work together.

Lycoming County

Strengths

- Lycoming County is functioning effectively as a group.
- Their membership is fairly diverse.
- They have developed a group mission and goals.
- There is a high level of trust among group members.
- All members are very active in the group.

Areas to Improve

- They do realize a need to involve local businesses and have found that this is taking more time than they had originally anticipated. They have planned several public relations events that are designed to create awareness in the business community and, hopefully, result in business participation. I will be attending their June meeting and will try to help them develop strategies to form strong linkages with local businesses.

Wyoming Valley

Strengths

- They have a large membership, representing a diverse group of literacy and education-related programs.
- They share a common base of knowledge.
- They are aware of the need to work with the business community to find jobs for adult learners and the media to help create community awareness.
- They have a facilitator who maintains a neutral position, guides the group, and coordinates meetings.

Areas to Improve

- They seem reluctant to include stakeholders other than those delivering literacy services or working with learners in other capacities because they feel to add others representing different sectors of the community would make the group too large and unmanageable and would require constant updating-which they perceive as a barrier to efficiency and productivity.
- The group seems to be working well together-although I do hear some concern about how they will function when the group begins to address more sensitive issues. They are aware of a "guarded" feeling from some members and realize that they must establish a sense of trust among members that will allow discussion of topics that some agencies feel they "own".

I will be attending a meeting on July 1 and hope to get them to work towards a broader representation of stakeholders. I also plan to talk to them about the dynamics of effective meetings-especially maintaining positive interaction among group members when agenda topics are sensitive issues.

TAG (Lancaster)

TAG entered into the process under the assumption that their group was functioning effectively. During my debriefing with them following the award of BCL grants, they began to see the needs of the group. Since that time, they have become very aware of the challenge they face in establishing a collaborative, strategic planning group. Their problems are not different or more serious than the other groups, but rather came as a surprise to the core group initiating collaboration.

The core group, and only leadership at this time, includes three members representing Head Start, Penn State-Lancaster, and the Mayor's Office. Their focus is on education and training to increase the employability of adults. I have, however, encouraged them to broaden their scope to include all aspects of adulthood as they relate to literacy-adults as family members, workers, and citizens.

The core group includes a member who is committed to structure and process and two other members who are much less concerned with process and focus primarily on content. The process-oriented member has maintained close contact with me and has developed a set of operating principles (by-laws) for the group to review and consider. She is meeting with the other members of the core group to gain their input and I will join them at the full group meeting to assist them when they present the operating principles. The process is taking time, but they are building a strong foundation that will support collaboration and strategic planning.

General Comments

- All four groups are committed to the project and have put an impressive amount of energy into their efforts.
- All four have accomplished a great deal in a relatively short period of time.
- The process is time-consuming; groups meet only once a month and the early meetings involved growing numbers of members and, to some degree, changing membership-requiring frequent updating and redefinition of roles and responsibilities.
- One challenge the groups are facing is the "guardedness" of some programs resulting from decreasing amounts of available funding. Many programs are concerned about keeping staff members employed; this is not conducive to open discussion about duplication of services, etc. They do realize, however, that this is the very reason programs should collaborate and form partnerships.
- Another problem is confusion at the local level about state/federal initiatives and expectations. This hampers community-based planning efforts.
- The sites are becoming actively involved in local school-to-work partnerships.
- The sites appear to be comfortable with the approach we're taking to establish collaboration and community-based planning groups.
- I'm making my second round of site visits during June and July. During my initial site visit, I presented a six-month plan of action to each group including recruitment of members, creating a common base of knowledge and shared vision, setting group goals, and identifying and obtaining needed resources. The second visit will focus on fine-tuning the collaboration process, including the establishment of by-laws or operating procedures, problem solving, and sustaining group momentum.

Sample Cross Training Evaluation Form

Evaluations of Cross Trainings

EVALUATION
Community Cross-Training:

Name:
Affiliation:

Please take a few moments to complete this evaluation of our Community Cross-Training Event. We will use this feedback in our reporting of the project. Please send your response to our above address or FAX to 248-8610. Thank you for your time.

Was the cross-training helpful to you? How? Or why not?

* *

OVERALL EVALUATION
COMMUNITY CROSS-TRAINING

1. Was the Community Cross-Training project beneficial to you? In what ways?

2. Would you like to see trainings such as these continue in the future? What issues would you like to see addressed?

3. Would you like to participate in community forums/round tables for open discussion on addressing various issues that face our community?

4. Other comments on the Cross-Training project?

Your input and participation are most appreciated!!

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

EVALUATION
Community Cross-Training:
Social Issues

Name:
Affiliation:

Please take a few moments to complete this evaluation of our first Community Cross-Training Event on Friday, October 27. We will use this feedback in planning our future sessions. Please send your response to our above address or FAX to 248-8610 by Nov. 3. Thank you for your time.

1. Was the cross-training helpful to you? How? Or why not?

2. Was the facility comfortable? What physical changes would you suggest?

3. Can you suggest an alternative format for presenting information or was the 10 minute presentation organization effective?

4. Was the session a good length of time? Suggestions on scheduling? (morning, afternoon, longer, shorter?)

5. Is the notebook for materials helpful? Is there a better way?

6. Would you like more networking time? Start a half hour earlier? Longer break?

7. Do you plan to attend future cross-trainings? Will you bring additional staff? Should we be inviting different people?

8. Can you suggest other speakers not on our list?

9. Are you interested in being part of the community planning committee of our project? yes/no

10. Suggestions for improvements? Comments? Please use back of page for additional space.

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX
[illegible]

OVERALL EVALUATION
COMMUNITY CROSS-TRAINING

1. Was the Community Cross-Training project beneficial to you? In what ways?

Putting faces with names and roles/functions. Learning where and when cooperative efforts are possible.
Yes. Overall, I felt the series was good. I learned a lot about other agencies; not only what they can do but also their limitations.
2 -Yes.
Yes, helpful to sit and listen to peers talk about their programs, handouts are also useful.
Yes, exposed me to local resources I was not familiar with.
I was able to attend only one session due to a conflict in my schedule but I learned about programs I had previously not been aware of.
Yes. A number of our program people attended, received good information, and were afforded an opportunity to network.
Yes, great networking and great to know community better.
Yes, it helped familiarize me with services in Mifflin County. I also had a chance to meet many new people.
Educate re: Community Services - how to access, how they serve, cost, what they can accomplish.
Yes. Networking is a good thing!
The goals of the Cross-Training project are similar to the goals that I had for the Human Resource Council. The Cross-Training project obtained information from more agencies. The Human Resource Council has completed more steps in the project. The subject chosen by the Human Resource Council is Teen-Pregnancy. A forum was held at the Lewistown High School. Each speaker was asked to have a written presentation available before the time of the forum. This was used for publicity and later turned over to Erin Pederson. Erin is preparing information provided by all interested persons. After the forum, a coalition on teen-pregnancy was formed. This organization meets each month at the Mifflin County Court House.
Yes, agencies and services have such a rapid turnover in Mifflin County that it is difficult to keep up.
It helps communications when you can put a face to a name you know.
Yes, it gave me a better understanding of what other agencies had to offer.
Yes, it will serve as a referral service and enable me to better help our clients.
Yes.
Yes, contacts were made with representatives of other groups and agencies. These contacts will help us further our goals.
Yes, increased awareness of community service which helps benefit both the person in need and the person making the referral.
Cross-Training was beneficial in many ways, especially in areas of explaining services, many times we do not know the extent to which a service provider can extend his/her services - we were able to see a much clearer view of agencies.

Only able to attend one session - didn't really learn anything I hadn't already known.
Yes, provided were detailed information about various service organizations. I know where to go for assistance.
It was very beneficial. Not only did I get the chance to meet a lot of people but it offered me the opportunity to let them know of my interests and activities.
If I could have attended, it may have been more helpful. The one session I attended was interesting.
Yes, the project provided a summary of information from varied sources throughout the community.
Yes, provided information about services of agencies I was not familiar with.
Yes.
The two sessions I attended were very informative. Good overview of services and opportunity to know of changes anticipated.
I learned so much about other agencies. I was shocked at how much I didn't know! Great training for all of us.
Yes. We became more familiar with the other agencies presenting and learned briefly what they do, what they can do, and in some cases, their limitations.
Yes. I was able to network with several agencies and learn more about eligibility criteria.
Yes, keeps me current on available community services and how to avail them.
Yes, informative regarding human service providers in Mifflin County for the parts I was able to be at.
Yes. Nice overviews and handouts have brought me up-to-speed on the various agencies and I feel less apprehensive when coordinating telephonically and in person.
It was a good networking opportunity. To hear about programs and meet the people involved, will enable me to more effectively perform my job.
Learned about services other agencies provide.
Yes, helps me be informed of community services and how to procure those services.
Yes, same as above.
Yes, informing as to the functions and programs of the many agencies.
The project was very helpful. It enabled me to make contacts.
Yes, networking of course is always important, but what I felt was beneficial was hearing and finding out what other agencies have to offer in our area. Also, if services are duplicated we can all work together toward the good of our community.
Yes, as indicated above. Good to be updated on what is happening.
Yes, this project has been beneficial to me. This is my first year in the area, and I was able to learn a lot about the range of services available in the community.
Yes. The opportunity to interface with a variety of service providers in an efficient way.
The ability to secure up to date information about agencies and social services in our area.
Yes. Expanding knowledge of agencies.
Yes. I have a better understanding of the resources available. I was also able to make contacts with other groups. This has been very helpful in meeting the goals of the early childhood committee.
Yes, provided some information about other agencies that I knew little about. Also

provided an opportunity for developing linkage with other agencies.
I have a much greater knowledge of the programs offered through the social service community.
Yes. I've learned more about various organizations, and the parameters in which they operate. I have points of contact and nice handouts to refer to.
Yes. It gave me alternate resources to use and additional resources that I didn't realize are available.
Yes, opened lines of communication between several organizations.
Yes. It offered more networking options. I have also learned of community services available.
Very, I am new to the area and met many, many people who are very important in my business.

2. Would you like to see trainings such as these continue in the future? What issues would you like to see addressed?

Yes, ways to involve public officials in a more open dialogue on quality of life issues.
Yes, agencies could meet as needed to discuss problems in the community.
5 -Yes.
Periodically. I'd like us to wait to see what the results are of the hospital needs assessment, then focus our joint efforts.
Yes, possibly specific education from a couple groups at a time.
It could be helpful to periodically introduce new programs or to hear about programs/services that have changed in some way.
Yes, more community organizations such as Lions, Rotary, Soroptimists, Park and Recreation Associations, Township Supervisors, non-profits, etc.
Yes, maximum use of resources.
Practical information - more in-depth information around particular topics.
I would like to see the Cross-Training organization select a project, have a forum, and establish a coalition to implement the project. My suggestion is child abuse.
Some more in-depth presentations in certain areas. Unfortunately I have no suggestions how to structure them because what I need more information about may not be true of many others and vice versa.
Yes. Not sure.
Yes, abuse, drug elimination, children & youth issues.
Employment, drug & alcohol.
I would suggest the "Partnership for Healthy Communications" may raise issues that may need to be addressed at a later date.
Yes, a plan could be established to coordinate efforts for community projects.
Support groups/services/financial aid. What do you do when the only county resources available are unable to help?
I think to do this in the future just as an up-date, funding changes as does the services, and it would be a great way to keep informed.
Not sure.
If they are organized effectively, they will continue to be valuable. Focus on

community social needs, education and health information.
I would like more information on how some of the consortium groups work, i.e. CAASP, Transition Council, SAP and others.
It might be beneficial for them to continue. Would suggest that the topic for each session be quite specific, covering, say, one aspect of service. Example: have all participants focus only on how their organization performs adult job training.
An all out effort on "What's Right With Our Community." We all keep trying to address low income, diversity, child abuse, poor parenting, lack of education, joblessness, you name it.
Adult Health Care, Social Services, Financial Resources.
Agency updates or updates of events that occur in the community.
Yes.
I think they will be helpful, but I would probably not be available to attend.
Cross-Trainings should be held on an annual basis to keep us aware of what we do and changes that occur.
I would definitely like to see this type of training continue. If issues such as sexual abuse of children and abuse of adults were not addressed, these would be two topics of interest.
Yes, collaboration/consultation across agency lines, system theory tracking.
What the religious community is doing to address and help the social agencies of the area.
Low-cost or free career development opportunities, supervisory training.
Perhaps annually with a focus on a major theme/topic.
This cross-training did not address any issues. It was more information sharing.
Future issues could include: employment issues i.e. business/training/education partnerships dealing and duplicating of services, health issues.
Yes, ability to coordinate services.
Yes, perhaps in a different format.
If they included long range/strategic planning sessions, it would be more beneficial.
Yes, new services and old services that have changed.
Yes, you covered most issues I can think of.
Would like to see training continue, perhaps bring up to date annually. Also identify unmet needs in one community.
Yes, I would like to see trainings such as these continue. Education and employment would be appropriate issues.
Trainings are always important to stay on top of what is changing.
Yes, activities for youth., i.e. YMCA, Lumina Center, 4-H, etc. Governmental agencies and officials. Private sector responses (programs) for various social problems.
Yes, I would like to see (maybe this is or was done) people form each issue (i.e. health, employment) meet together to discuss problems/possible solutions in this area.
More indepth discussions of issues.
Yes, although I feel that the trainings have just scratched the surface. I would be interested in more indepth presentations and discussions.
Information about any new services available, updates on changes in personnel and/or eligibility requirements.
Problems - probably not financial - in carrying out agency function. Possible

brainstorming re: solutions to problems.
Yes, organize a plan for community action. This would be especially helpful for my committee.
Yes, volunteer agencies, political persons. Repeats especially from business and Lewistown Hospital and school systems, private school systems.
If there are more, either more indepth look at some services, or an update (possibly annually) of the agencies that have participated in this cross-training.
More recreational opportunities for youth. Keep the young people here!!! Downtown development. More service oriented jobs. Better wages/lower taxes.
Yes. I don't hear any specific issues at this time that haven't already been presented. However, new issues arrive weekly.
Yes, in conjunction with Chamber, others.
I believe it would be beneficial to continue due to the community everchanging.
Yes, and I would like you to include the Juniata County agency people since there is so much overlap between the counties.

3. Would you like to participate in community forums/round tables for open discussion on addressing various issues that face our community?

27 - Yes.
Yes, I would be willing to serve/participate on a group to discuss health care issues.
I am available to help in any way.
Yes - we started to explore this but never were able to follow up
3 - Possibly.
5 - No.
I would if the need would arise.
Yes, need to be specific re: topics. The issue isn't to discuss topics, but to discuss action plans.
Some round tables or forums with people who use the services might be interesting and helpful.
Surely. Please keep in mind that this could easily become a duplication of similar activities already taking place.
Think some of these are already taking place.
N/A (temporary position).
Yes - I would be interested in participating for topics related to Health Care, Managed Care and Health Insurance Issues.
I am available to participate but am always reluctant to put my time into another committee that does nothing. I would be very happy to work on a forum/round table that not only addresses issues but DEALS with them.
I think this is important. As a member of the Mifflin County Planning Commission, the Commission as a whole needs to have a better understanding of the problems this Community is facing, and we need to work together to plan methods to correct or address these issues.
Yes, however, since I work alone in the afternoon, I would prefer morning meetings, if possible.

I'm not sure discussion is all we need. It's time for action. We need to begin collaboration on critical issues. Let's form task forces - join with MC2000 and get busy making changes.
Yes, more open discussion which would hopefully lead to action committees.
Yes, although my time is very limited and scheduling is difficult for me.
Not at this time.
I would enjoy attending one or more of these sessions.
Yes, especially issues that impact on families of school age children.
Maybe, depends on issue.
Sorry I could not make all of the meetings. Scheduling is a problem.
Yes, although it is difficult for me to attend afternoon meetings since we are a 2-person office, and my assistant only works part-time.
Not at this time.
Yes, I would enjoy the opportunity to discuss the uses of mediation in various settings; landlord/tenant, bill collecting, discrimination complaint, employer/employee settings.

4. Other comments on the Cross-Training project?

An ambitious undertaking - well done. Thanks!
The only thing I would change is the hours held for the cross-training, it is easier for me to steal 1 1/2 hours than 3 full hours away from the office.
Pick out several current community problems, present forums on that subject utilizing resources you have. Push this throughout community to educate everyone in community or that problem.
Friday afternoon not greatest time. I'd suggest a morning meeting followed by lunch to encourage everyone to stay and interact
Well organized, beneficial.
1/2 day long sessions are too long for me to be out of my office/clinic at one time.
I thought it was well coordinated.
Thanks!
Unfortunately I was unable to attend several sessions due to work demands. Overall it was a great effort.
Thanks for your work in this project.
The Cross-Training was well organized and very helpful.
I think that this was a beneficial program although due to the number of sessions, I was unable to attend them all. Would it be possible to have a one day session twice a year or something like a limit of 4 sessions?
I would like to say thank you to Carol Molek and her staff for all their efforts in the "staging" of the Cross-Training Project. It was a project that all who attended received valuable information, information that is necessary to better serve those in our area.
Time was an issue. I was not able to sacrifice an entire half-day to sit and listen to people talk. The challenge is to cut the time commitment while increasing usefulness.
Move beyond "PR" sessions to work sessions on specific topics such as a way to provide services to specific populations.
Good starting point for continued joint efforts.

It would be interesting to me to meet in different places so I would become knowledgeable about the community.

I felt it was a good idea but found it hard to get away from work to attend. Since I only attended one session, it may not be an accurate evaluation.

The size of the group makes finding a suitable meeting site much more difficult.

One of the greatest "lasting" benefits from this series, from my personal viewpoint, would be to have a compilation of each of the organizations' functions/services. This could be done in such a way that updates could be accommodated and form the basis of a "directory" of sorts.

Thought Extension was misplaced. We are an educational agency and were placed with Law Enforcement areas. It would have been nice to have been contacted beforehand as to meeting dates for presentations rather than just receiving a letter telling me I was to speak on a certain date.

Stress the need for speakers to project themselves before the whole group. Public address system which was provided was not always used, based on a speaker's option. Acoustics did not always permit listeners in the back to hear.

Brought agency persons together for linkage and updates.

Meetings on Friday were hard for me to attend.

Unfortunately, I was unable to commit the time to attend all sessions. I presented at one session and attended one other, but could not be away from the office for the blocks of time scheduled.

I'm sorry I was able to attend only a few. I enjoyed them and gained valuable knowledge.

Keep up the good work. You are providing a very valuable service to this community.

Friday afternoons are not a good time for meetings/trainings such as these.

I felt I missed a lot of the input because of my schedule. Maybe doing this kind of a format on a regular basis would be helpful. Listing the contact persons for each organization might be useful to have.

A lot of effort and coordination by the office and staff. The course was enjoyable and nicely done.

There should be some way to coordinate staff and/or support personnel to reduce overhead costs and deliver a more "one stop" service.

I feel a lot was accomplished at the sessions! You all did a great job of coordinating this project.

Spread meetings out - perhaps quarterly. Took too much time out of one day and meetings occurred too frequently.

I feel we were given a great amount of information, but no place to go from here. I know I've made some good contacts as a result of these meetings, should it be more than that?!

Myself and another staff member attended. Both of us were very satisfied.

My concern is that more attendees will praise the opportunity to learn about each other's function but make little effort to return with other agencies working in the same area or come together to work on a mutual problem.

Time limits should have been adhered to. It would have been beneficial to have a fact sheet prior to presentations.

A different site would have been helpful. Room set up here was distracting when people arrived late or needed to leave early. Library community room might be a good location for future forums.

As always, the Adult Education and Job Training Center staff have put together a project that has the foresight to address community needs in a creative manner.

Carol, you did a great job!

Very informative; the cross-trainings have heightened my awareness of services as well as of contact people.

Thank you for providing a well organized and comprehensive look at various services available in our community.

An excellent opportunity to give and receive information with agencies in Mifflin County.

As always, Carol Molek had a highly organized project. You were able to put faces to the agencies. This is always helpful as we continue to network with each other.

A team effort which I'm sure required a lot of hard work and planning.

Thank you for this opportunity.

Great program!

This could go a little short, with two days of presentations.

This was a great opportunity for me to meet a lot of people in a short amount of time.

Although I am not an "agency" per se, I am interested in these types of services and this population in general.

Next time you put out agendas - put the person's phone number next to their name and organization for easy reference.

Community Cross-Training Partnerships

Evaluation Summary

Social Issues - Friday, October 27, 1995

1. Was the cross-training helpful to you? How? Or why not?

Yes. A brief up-to-date overview of services was very beneficial to me. A very efficient use of my time.
Yes! Making contacts, ideas, sharing, putting faces with names I hear so often!
Yes. I learned about one agency of which I was not aware and had my memory refreshed about others.
Yes. It gave me more information on resources in the community that I could call upon.
Repetitive of what I've done.
4 -Yes.
Yes. I had the opportunity to understand the function of each agency.
Yes, receipt of information from other agencies, new resources.
Yes, insight into extent of others' services available to area.
Yes. I learned quite a bit from presenters and hope to make some contacts!
Yes. It provided both new and clarified information and a better understanding.
Yes. I now have a broader knowledge of the agencies ability to interact with community.
Yes, provided information on available community resources. Revealed a potential for use of CSBG Program to assist Salvation Army.
Yes, even though I did have to leave early due to another appointment, I received valuable information during my time there.
Yes, new information, opportunity to network.
Yes, received information about some agencies that I was not aware of.
Yes. It is important to be familiar with community resources and be able to use/refer people to those resources in a timely manner.
Yes. It is important to be updated on services.
Yes. Insight into extent of others' services available to area.
Extremely worthwhile.
Yes. Some organizations I work very closely with while others I don't. Hearing what services are provided while receiving handouts is most helpful.
Yes. I thought I was knowledgeable of local agencies, I already have learned things I was unaware of.
Yes. It provided both new and clarified information and better understanding.
Yes. It gave me some insight into the programs available already in Mifflin County.
Yes, because it has aided me with better knowledge of the services that are available in the area.
Yes, we are unaware of the different agencies in our community, and it helps to understand their functions.
Yes, learned more about related community services.
Yes, being new in my job, it introduced me to all the social offices.

Yes, I learned information from agencies of which I previously was not aware.
It gave me a broader understanding of what is available in our community.
Yes, updates from agencies, direct information.
I found the session to be extremely beneficial in that I was not aware of all the services available.
Yes, it is very helpful to know what resources the community has to offer.
Yes, it provided additional info on community resources that will aid me when making future referrals.
It was an efficient way to learn about a variety of services I was not familiar with and a good way to connect names with faces. Unfortunately, I was late and didn't get a chance to meet people.
Most definitely. Awareness of services provided by agencies.
Yes. Information presented was very helpful.
Yes, very helpful. It helped me get a better understanding of what other community agencies are all about.
Very informative.
Yes. Many of the presenting agencies are ones I deal with on a weekly basis.
Yes, for contacts and referrals.
Yes, learning more about places in the community and what they do, helps us refer people when they call us for information.
Yes, I believe we all can benefit from the opportunity to learn about services in our area.
Yes, the cross-training was helpful. I was introduced to agencies I knew nothing about and learned more about agencies of which I was already aware.

2. Was the facility comfortable? What physical changes would you suggest?

Yes. However, a room with tables where you could place notebooks in front of you and make notes would be ideal.
I was in front, so I could hear fine, but worried that if I was in back of room would not be able to hear some speakers. Being picky - chairs are hard!!! Is there a place where we could be in better view of each other while discussion is taking place? Maybe turn room around and place chairs more in semi-circle or have people stand when asking questions/making comments!??
Yes. But a semi-circular arrangement would be better.
Yes - It was hard to see some speakers. Maybe put them on something higher.
9 -Yes.
2 - Yes/None.
Yes. Microphone for the speakers.
Yes. We had many participants. Perhaps a larger location would be helpful.
Yes - but the chairs were horrible.
Facility was fine.
4 - Ok.
Facility was comfortable with regard to temperature. I think it would be nice if we could have tables on which to write.

Yes - none.
Tables - for writing.
It was a full house. You had a great response. Parking is easy at your facility.
Decaf coffee.
No passing of papers; distracting/tables.
Yes - no suggestions for physical changes.
Comfortable - yes, but not large enough. People won't invite others to attend if we have already maxed out on space.
The facility was adequate.
Facility - ok; microphone if possible would be good.
Fine.
Yes, a bit crowded but I was pleasantly surprised to see how many people showed up.
I could only recommend the possibility of tables for assistance in writing.
I was comfortable.
It was awkward taking notes while holding the notebook and trying to file things. A table would be helpful.
So-so. A large circle with tables would be more comfortable and conducive to interaction.
Yes, maybe a larger room.
Excellent.
Yes, although I did have difficulty seeing the presenter at times.
Facility was slightly cramped. If group expands further, I think it will be inadequate.
The chairs were a little uncomfortable. Everything else was fine.

3. Can you suggest an alternative format for presenting information or was the 10 minute presentation organization effective?

Very effective format. If more time is needed by some individuals, due to area of specialization, an individual can arrange for another meeting.
It seemed to even out that some people had more questions for some organizations and not for others. Seemed adequate amount of time - most questions were answered.
No other suggestions. With the number of presentations and the limited time, the structured format is most efficient.
It started to seem rushed near the end. The 10 minutes was good, but allow for those who go over so there's no rush.
No.
The format was fine.
Yes. Microphone for the speakers.
The ten minute was fine.
10 minute presentation ok.
The groups who did not have written information were ineffective.
Format ok. Passing out of materials was a disruption - maybe could collect in advance and have on chair?
This format seemed fine. I especially felt the time allotted to questions was good.
2 -Ok.

I thought the 10 minute presentation was good as were the questions.
Yes - but could request each agency to address current issues or problems which it faces. Also more effective method for distribution of handouts would help.
A possible suggestion would be to have an area available at each session where brochures/flyers could be picked up. The presenter could indicate this at the beginning of presentation and information could be picked up.
10 minute format fine.
Effective and long enough.
Yes, for the amount of info presented in each session.
I don't know what you would change it to.
Rotating round table with smaller groups.
The 10 minute presentation format seemed to work. Keep presenters to 10 minutes.
Important facts more useful than figures.
Format was fine. Keep questions and answers with each individual present as opposed to at the end.
Ok.
The 10 minute presentation was effective.
10 minute presentation was good, but extra time if needed would be good also.
The 10 minute organization was just fine. Any longer and you may lose interest.
Ok - unless you want a seated panel of presenters.
No. Presentations sufficient.
It was fine.
Stick to 10 minutes, good limit.
The format was very well organized and effective.
I thought the 10 minute presentations were a good way to present the info - not too long but long enough to get a good sense of the agency represented.
I liked the 10 minute format but speakers and audience need to keep the time limit in mind when presenting and answering (or asking) questions.
Given time constraints, I think the format is good, although more time for networking would be helpful.
Would suggest handouts be handled differently, perhaps displayed for people to get themselves rather than during speaker's time or have speakers in a "panel form" in the front.
I thought 10 minutes was a good amount of time for each presenter.
I feel the 10 minutes was effective, but maybe you could allow more time for questions.
10 minutes was adequate.
10 minute organization effective.
Yes.
I believe the current format was effective since there are so many agencies to learn about.

4. Was the session a good length of time? Suggestions on scheduling? (morning, afternoon, longer, shorter?)

Length - good. Maybe not a Friday afternoon. Although not a problem for me.
Friday afternoons are difficult, but doesn't conflict with other meetings which is good.

8 -Yes.
Yes, no change.
Prefer morning sessions.
No suggestions.
Length was ok, schedule in AM.
Time was ok - no longer.
No longer.
Fine as is.
Length of time - Ok; PM preferred.
Session scheduling was fine for me.
I believe it would be good to keep to a 2 hour session, if possible.
Ok.
Yes - afternoon good.
Maybe longer.
1 - 3 PM is good for me.
Start a half hour earlier, longer break, definitely - time: 12:30 - 3:30 PM
Length fine, morning is much better for me but not Fridays.
Friday afternoon - good time.
Length of time - Ok, PM preferred.
I think sessions should be longer so we have time and don't feel rushed. More time to network.
Afternoon was fine.
About right - no longer.
Fine.
Length of time ok, Friday not a good day for me.
The length of the session and starting time were ideal.
Afternoon was good. Would not want it to be any longer. It if were shortened, then we'd have to meet more often so I think this format is fine.
The length of the session was fine. There is a lot of info to absorb. Much more would become a clutter.
I was late, but the person next to me said, "This is too long to sit here."
Morning, same time span.
12:30 -1:30 presentations - 1:30 - 2:00 networking - 2:00 - 3:00 presentations
Divide presenters in half. Encourage attendance at both sessions but allow folks to come or go at mid point.
Mornings would be better for me. Length is fine.
Afternoon and length of time were both good.

5. Is the notebook for materials helpful? Is there a better way?

Notebook is helpful.
5 -Yes!! No.
With each package of materials presented in a separate folder, they don't fit in the notebook. It would help if the materials were punched for the notebook.
12 -Yes.

You gave us a big book. I did not understand the necessity of it.
The notebook works fine.
Yes. The notebook helped for organization.
Notebooks are good - providing the presenters bring written information.
Ok - too soon to know if "a better way."
I was disappointed that not all agencies had handouts.
Notebook extremely helpful but again a place on which to write would be great.
Seems ok - but it may be too bulky.
Ok.
Yes - I was able to take the info back to my staff and co-workers.
Good idea - it will be convenient to have everything in one resource file.
Yes. No.
Is it possible for presenters to have handouts in book ahead of sessions? It became disruptive - papers shuffling and conversation as papers were passed.
Fine!
The notebook is helpful.
Yes, very helpful.
Yes, quick reference.
I could not recommend a better way to retain the material.
Notebook was helpful.
The notebook is helpful if presenters provide materials that fit into pockets.
Yes. A copy of the "mailing list"/directory of participants would be useful.
Yes. Not that I know of.
No, don't bother next time.
Yes, extremely helpful.
Yes. Possible directory or index of agency for notebook.

6. Would you like more networking time? Start a half hour earlier? Longer break?

More networking time would be nice. Break time sufficient as long as restrooms accommodate number in attendance.
Difficult to meet with others. Room is hard to get around to get to people - starting earlier, fine. A longer break. We need more room! This is great - you have so many chairs for people, it's crowded!!
Time - where and length are fine.
People were in a hurry to leave. Maybe if more time was allowed and we finished early people would stay and talk. You may want a longer break, people didn't have a lot of time for the refreshments.
No opinion
Maybe a longer break to network more.
5 - Yes
Yes. Longer break and period of time left after presentations.
Yes - longer break.
6 - No

For me the time was excellent.
Longer break.
Possibly the sessions could include 15-30 minutes prior to beginning when those who are able, could network (this should be listed on the program).
Yes, longer break.
Probably a good idea - longer break.
Yes. Start a half hour earlier maybe a good idea if you have more breaks. More frequent breaks.
Not sure - perhaps longer break or small group discussion sessions with sharing in large group (unstructured as in 2 / 3 questions to focus on).
Definitely - times 12:30 - 3:30 PM.
No - networking can be done after the session is over.
Yes, yes yes! Start 1/2 hour earlier - as registration and networking. Keep break to 10-15 minutes (otherwise you may lose people.)
A longer networking time would be nice.
Everything was fine.
It was fine.
The time was no problem.
I thought the format worked very well as is.
More networking time could relieve the tendency to go over the 10 minute limit.
Yes, longer beak so people could network.
No, maybe, no.
Yes, more networking.
I don't feel it's necessary.
Longer break may be helpful.
Longer break might be helpful. Some people I would have liked to talk with left before the end of the session. I would not be able to come a half hour earlier.

7. Do you plan to attend future cross-trainings? Will you bring additional staff? Should we be inviting different people?

Yes, No, Juniata County personnel.
Yes, hopefully will bring additional staff. Representatives from school PAC's or Scout groups.
7 -Yes
Yes, the people invited are fine.
Yes, when able to.
Yes, I will attend future trainings. I doubt additional staff will attend.
Yes, Yes, No, good mix of people.
Yes, I will bring additional staff.
Yes,Yes, No.
I will attend or someone from the agency will be there.
Yes, Yes, no opinion.
Yes, I will be attending. I may bring staff depending on focus. I believe the community is well represented.
Yes, No, current mix is good.

Yes, doubtful if additional staff would be coming.
Yes, Yes.
I will be attending. Is the ministerium included?
Yes. Representatives and congressman/woman. Much of these agency's funding is regulated by the government. Is our local/state/federal government representatives aware of how this affects our community?
Seems like a good mix.
Yes, No, I think you have it covered.
I plan to attend. I thought I knew a great deal about local agencies - but already have learned much! If we were located at a larger facility (we now know of possible space after Friday) - more "front line staff" would be able to participate. While it is certainly important for agency administrators and directors to attend, it is even more important for direct service staff to be encouraged to attend from all agencies.
Yes, No, current mix is good.
I plan to attend future cross-trainings.
I plan to attend all cross-trainings if possible.
Yes, Cindy Mattern will be attending with Sharon and I at future meetings.
Yes, I would like to. Need more space if the group grows.
Yes, Cindy may attend.
I'll attend; probably alone.
I will plan any and all sessions that my schedule will permit.
I plan on attending future cross-trainings. I would love to bring some of my SAP people, but won't be able to.
I will attend the future meetings.
2 - Yes, no.
Yes. Probably not.
Yes will attend, no others will be coming with me.
Yes and I will bring additional staff when appropriate.
Yes, 2 of us, no.
Yes, No. I believe the scheduled speakers are a good sample of agencies in the area.

8. Can you suggest other speakers not on our list?

I'll have to review it. List not in my possession at the moment.
You had a good selection.
8 - No.
Looks like a very long list already.
No, you've done a thorough job.
Yes, government officials.
Mother Hubbard's Cupboard, Ray Dodson
Tobacco Busters
2 - Not at this time.
No, you've done a thorough job.
Unknown at this time.
I would be willing to mention Hide-N-Seek if you felt there was an interest, although may not have 10 minutes worth of material.

No.
Not at this time.
Ray Dodson, Executive Director, Juniata Valley Tri-County Drug & Alcohol Commission.
I would be willing to share about Youth for Christ if you would have an open slot.
Not at this time.

9. Are you interested in being part of the community planning committee of our project?

Yes. Sorry for the delay in returning the form.
22 -Yes.
12 - No.
I think I already am.
I'll be glad to help if there's a role for me.
Possibly.
Yes/No.

10. Suggestions for improvements? Comments? Please use back of page for additional space.

May need bigger space.
I think the project is great! I would like to share my information from Human Resources and combine it with Carol's information. I tried to share this with Carol on the date of the cross training, but she had her mind on other things. This is why I wanted to give my evaluation to her personally, but someone from Carol's office called and said to send the evaluation promptly.
You did a good job!
I would like to talk more about the social problems and how each agency can help.
This group is a natural to join with our task force sub-committee of the Strategic Plan.
Clarify ultimate goals and purpose of final products.
No suggestions. I think you, Carol, and your staff deserve a diamond studded star for implementing this. It is great.
Broad coverage to include relationship to community development.
You have certainly received a positive response - I've been hearing good comments in the community this week.
No handouts passed during presentations.
I hope this project is a great success. I believe there is a need for community cooperation.
I thought you did an excellent job putting this together. I think it was a good idea to try to find out the answer to the question someone had concerning welfare. Instead of letting it just drop, since it was a question many people seem to take issue with. Good work!
This training is an excellent idea and has been needed for some time.
None.
None. I felt the information was very beneficial. I'm looking forward to the others.

Expand the cross-training directory to include operating hours of the agency and fax number.
I am getting a lot out of the people and also the paper hand outs are informative.

Community Cross-Training Partnerships

Evaluation Summary

Families and Legal Issues - Friday, December 8, 1995

1. Was the cross-training helpful to you? How? Or why not?

Yes, great source of information.
Yes.
Yes, changing roles of various organizations is difficult to keep abreast of.
Yes, helped me learn about services in community to call upon.
Very helpful. I have been Office Manager of the Chamber since March and am interested in learning more about our community services in order to provide better service and proper referrals to callers.
Yes, very - I am new to the community so this was a perfect introduction to many agencies and services.
Valuable to be able to see the "big picture" i.e. all services available in an area of interest or need.
Yes, much better than first session since people also focused on their limitations.
Yes. It is nice to share information and know who is doing what.
Yes, learned about other programs that can be useful to me as well as my clients.
Yes, made general understandings more specific.

2. Was the facility comfortable? What physical changes would you suggest?

2 -Yes.
Yes, great space, comfortable.
Yes. Decaf coffee.
Yes, put speakers on stage.
It was great. Many presenters left which resulted in a lot of empty seats up front.
Yes. We need to pull people together. We can set-up tables differently.
Yes, liked having a table.
Yes, but tables were too spread out.
Yes, less heat.
Ok.

3. What suggestions can you give to future presenters?

None.
Be brief, not too technical.
Some don't speak loudly enough, handouts are very helpful.
Be brief and get right to the point.
None - handouts are very helpful. I am compiling them into a reference book for the office.

Give their phone numbers and addresses on the agenda.
Be aware of time limits.
None. Continue to focus on services plus limitations.
Have materials in folder ready for notebook (holes punched).
Again, emphasize need to describe gaps and strategies to fill them.

4. Was the session a good length of time?

5 -Yes.
A little long.
Yes, better to make it a 3 hour session and not rush presenters.
Good length, but would prefer morning if we stay with Friday.
Yes.
Ok.

5. Was the networking time provided helpful?

6 - Yes.
Yes, did not feel as rushed, plenty of time!
Yes, limited staffing makes it difficult for me to get out of the office and being new, I enjoyed meeting people and introducing myself.
Not sure.

6. Suggestions for improvements? Comments?

None.
None. I think this is a good idea.
None - very well presented.
See above. Overall, it is a great concept that should be replicated in all counties.
If time is an issue, have a "timer" a person to notify speaker of time left or a 1 minute bell. Have the presenter repeat any questions before answering.
Soft spoken people were difficult to hear in the back.
Like that the handouts were pre-packed!! Enjoyed this session and learned a lot.
Presenters were well-prepared and provided good information.
Remind participants to bring their notebooks to training.
I believe the program is going well. The purpose is being met. The facilitators are doing a great job.

Community Cross-Training Partnerships

Evaluation Summary

Education Issues - Friday, January 26, 1996

1. Was the cross-training helpful to you? How? Or why not?

2 - Yes.
Yes, the handout packet is great.
Yes. Awareness for many, updates for others.
Yes. As one involved in a temporary role - Federal Program Coordinator the overview was quite helpful.
Yes, I learned about agencies/groups that I didn't know about. Also services that may help my clients.
Yes, how different programs can help other programs.
Yes, information concerning agencies and changes in their function.
Yes, informative.
Yes, as a parent. It is refreshing to know that the schools are opening their doors and reaching out into the community.
Yes. I'm relatively new to the area (I live in State College) and am somewhat unfamiliar with the services available in Mifflin County. This provides me with much needed information.
Yes, information available to aid children I work with.
Very helpful. By attending all the sessions, I am learning of the many community resources available.
Yes, supplied needed information.
The cross-training was very helpful. It was great to see so many interested and active individuals.
Yes. There always seems to be things to learn - even about one's own system.
Time spent on adult education was too brief. I felt the first set of presenters provided the most beneficial information for me.
Yes, informative.
Yes, became informed about different agencies that people can get help or information at.
Yes, it gave me a greater depth of understanding of the particulars of groups that I previously knew of only in generalities.
Yes. We need to have an overview of everything.
Yes, learned more information about what services exist and how they are provided.
Yes, able to place people with programs.
Yes, new insight.
Was helpful in learning more about our service providers.

2. Was the facility comfortable? What physical changes would you suggest?

Yes, still no brewed decaffeinated coffee.
12 -Yes.
Pitchers of ice water/glasses could be helpful. Move lectern toward center posts for better visibility to audience.
Yes, none.
Yes. Speaker was blocked by staff at registration desk. Suggest platform turned lengthwise and put more to one side.
Yes, no changes.
Facility is good, easily accessible and roomy.
Facilities were fine.
Yes, it was comfortable.
Fine.
Yes, no changes.
Ok. Away from doorway
Could be better.
Ok.

3. What suggestions can you give to future presenters?

Presentations seem well organized - major information is covered without redundances.
Ascertain that presenters are aware of the need to project their voice to be completely audible. Most did a good job good.
None.
N/A.
Short, specific, allow time for questions.
Presenters were all knowledgeable, very specific and concrete in descriptions of services with attention given to assure needs and plan to meet them.
I'd like to hear more about agency needs as well as agency services.
N/A.
Handouts are nice and add clarification to the presentation.
Speak louder.
2 shorter breaks- more opportunity for networking.
Be brief.
More evaluation of benefits of program.
When answering questions, repeat the question for those who could not hear.

4. Was the session a good length of time?

16 -Yes.
Yes, the break was timed perfectly.
Great.
4 hours is a long time, especially in the afternoon.

3 - Ok.
Yes - could be a little shorter.
Could be shorter - 3 hours.

5. Was the networking time provided helpful?

12 - Yes.
Yes, I made some old friends and met some new ones.
Time was not available due to ambitious agenda. Break time was less than 10 minutes.
Not enough.
Sure.
Yes, name tags are nice.
Ok.
It seemed that more networking time would have been helpful.
Not enough.
Yes. Perhaps we should ask for examples of networking experiences (with whom, about what, with what results). These could be summarized to demonstrate the value of such an opportunity. This might involve asking the participants to make comments retroactive to previous gatherings.

6. Suggestions for improvements? Comments.

I faithfully put my handouts in the black notebook so I am developing an excellent file.
Continue the same format. Continue to stress to presenters to talk about their limitations.
Good facility with plenty of room.
Maybe 1 all day workshop which would allow for networking at break times and lunch.
None.
Using the F.W. Black Sr. Community Center, you are limited to the 1 PM start, yet there is not enough time for networking. Would a networking session be in order. On the other hand, hopefully these sessions will open the doors for people reaching to each other at another time.
None beyond what I've mentioned.
N/A.
None. I realize these presentations must be very time consuming to arrange, but I feel they offer many positives for the individual organizations, we as well as the Adult Ed Center.
Need to include more agencies that deal with adult population.
I would like to attend future sessions. This topic is the area I am most familiar with.
Handouts were also appreciated.
Thanks for organization and content of good program.
Congratulations to Adele and Carol
Use of this information for planning purposes to improve relationships probably after all sessions are completed.

Community Cross-Training Partnerships

Evaluation Summary

Health Care Issues - Friday, February 16, 1996

1. Was the cross-training helpful to you? How? Or why not?

Yes, learned some new information.
Yes, learned role and function of various providers.
2 -Yes.
Yes, it is so interesting learning about other agencies and what they do.
Again, I appreciate learning about the services available in Mifflin County.
Absolutely! Very important information sharing.
Yes, it is always helpful to be more informed of community services/resources.

2. Was the facility comfortable? What physical changes would you suggest?

Yes, still looking for brewed decaffeinated coffee.
Ok.
It was comfortable.
3 -Yes.
Fine.
I would suggest doing this at a restaurant and incorporating a meal (Dutch treat of course.) It would be more comfortable and be better for networking.
Yes.

3. What suggestions can you give to future presenters?

Nothing new to say.
Show-up.
None.
Hit the high/low points, be succinct.
To attend the entire program. It's too bad some presenters are so self important they only come for their own presentations. They should show some courtesy for others!
None.

4. Was the session a good length of time?

6 -Yes.
Ok
Yes, but incorporating a meal in the beginning would be much better.

5. Was the networking time provided helpful?

5 -Yes.
Not enough networking.
Yes, but could have been longer.
Not enough time to network.

6. Suggestions for improvements? Comments on this training.

Suggest that early presenters stay after the break to hear the other presentations.
Restaurant, meal, etc.
Programs - resources for non-profits, agencies, etc.

7. How has the cross-training project been of benefit to you so far?

Things keep changing so rapidly in this community.
Awareness and opportunity to network.
Learning more about services available in our area.
Yes.
Great.

Has your networking with others in the community been increased?

Only been to 2 meetings but I've met and enjoyed a few individuals.
Yes.
Yes, definitely.

With whom?

Nancy Laub.
Mifflin County Coalition Teen Pregnancy.
Many others in different agencies.
Everyone.

About what?

Recruiting and using volunteers
Joining forces with the above participants of teen parenting
Services available.

With what results?

Have been able to make referrals within the community when I have parents with needs.
Agreed to collaborate to make some concrete efforts to identify volunteers.
Just started.

Increased awareness.
Hopefully positive and expanding.

Other comments on the projects so far?

Nice work!
Continue the good work.
Good idea.
I've been disappointed to see some people leave either after presenting or at the break. To me, this does not improve interagency coordination (although I realize that schedules are tight).
It's too bad some presenters are so self important that they only come for their own presentations. They should show some courtesy for others!

Community Cross-Training Partnerships

Evaluation Summary

Employment Issues - Friday, April 12, 1996

Was the cross-training helpful to you? How? or why not?

Yes! The sharing sessions provided a good opportunity to begin the development of "a sense of community;" some follow-up effort should be designed.
Yes, was able to put faces with names and agencies, helpful as to specifics about agencies.
Yes, it gave me insight that there are actually people out there working to help get jobs and keep jobs in our area.
I'm sorry but I was not able to attend.
Absolutely! Great learning experience and good for community building and partnerships.
It was very helpful in learning what other agencies are able to offer/provide to the community.
Yes, although I was only able to attend one session, the information I took back to work was helpful to other staff members, too.
Yes. It was a chance to learn of all the services that are available to the community.
Yes. It allowed additional networking opportunities which I found helpful.
2 -Yes.
Helpful mostly as means of seeing people personally I usually only talk to on the phone.
Work was impossible to leave. I was unable to attend any session beyond the 1st session. I would enjoy reading a synopsis of the meetings.
Yes, more information.
It was very helpful. I am new to the area and was anxious to meet the various people in the human service agencies and enterprises.
Yes, got an opportunity to learn more specifically about some of our community organizations, put a face to the name on the organization letterhead.
Yes, it gave me knowledge about other agencies.
This training was helpful to me and our organization. However, because of other priorities, it was not always possible to have a representative present. The sessions we did attend provided an opportunity to learn about services provided by other organizations.
Yes in getting information for networking, referrals, etc.
Yes, very helpful. In my position, knowing what community resources are available is very important to save me time and provide more accurate referrals.
Regretfully, we were not able to participate due to staffing shortage since meetings were during work hours.
Yes. Alerted us to other support delivery systems that we indirectly related to our primary goals/objectives.
Not especially. I was unable to attend all the sessions.

Yes, exposure to different agencies and where there was overlap and room for cooperation.
Yes, helps keep me abreast of community services and how to help individuals avail themselves to services.
A lot of valuable information was gained. This information is important resources for the people we serve.
Cross-training was helpful in bringing us up to date on the number of agencies and their current programs.
Yes. I found out about many services I didn't know were available.
Yes, as it presented an opportunity to network with some organizations and individuals that I don't normally encounter on a regular basis. Also excellent opportunity for new staff to learn about our community resources.
Yes, continue to learn new information.
They've all been helpful in increasing awareness of services available.
Was helpful.
Yes. There were aspects of the different agencies that I was unaware of, especially through OVR and skills.
Yes, definitely. Very informational.
Yes, very helpful. The training clarified what the various agencies do. This helps the chamber office provide more accurate referrals and also improves the chamber's image as a community service organization.
Some of today's training was helpful. Speakers were good, but a good portion of their information was not beneficial to me.
Yes. It gave me an overall view of what the community has to offer to be able to pass that information to our clients.
Yes, I am now aware of a few more agencies and these programs.

Interim Cross Training Report

Interim Report - Section 353 Project

AGENCY TIU Adult Education and Job Training Center **PROJECT NUMBER** 98-6014

PROJECT TITLE Adult Education Community Partnerships

Progress Toward the Project Objectives:

We are well on our way towards meeting the goal of this project by creating a model for exemplary cross-training among community service providers so that cost efficient and holistic services can be provided to our community's educationally disadvantaged population. We have been truly surprised by the input and support for this effort as we have progressed. The participation has really been remarkable in these times when everyone is feeling the pressure to do more for less. The project has pulled together social service and education providers in our community like no other that we have ever experienced in our 12 years of operation. Our work on this project has been consistently successful and extremely beneficial and gratifying to all involved.

We met our objective of creating an advisory group and developing the cross-training model over the summer. In September we presented this plan to about 70 providers who gave much input to the final design. Basically the plan was built upon the work of the focus group that identified community needs and the resources available to meet these needs. Five major cross-training events are planned for the year. Two have already been held, again, with outstanding participation in terms of attendance and support.

Evaluation of Progress to Date:

In addition to the above there has been an another benefit from the project: a community planning sub-group has evolved from the larger community partners group. This group has met once and plans two more meetings as well as a community forum. This aspect of the project goes to the next step in the community planning process and was really not to be part of this year's project. However, because of the positive interest we are proceeding.

Objectives for the Next Half:

Objectives for the rest of the year really go beyond what we had originally proposed. The final cross-trainings and the community event will be held. A product of our model will be produced and disseminated. In addtion, the community planning aspect of the project will continue. This is an aspect that we see continuing if a year 2 of this project can be funded.

Signature____________________

Date: [illegible]

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